ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED001867

2. ORIGINATOR CONTROL NO(S). N.A.

3. IDENTIFICATION NO. Bulletin D-1

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Communication in the High School Curriculum: Speaking and Listening Grades VII-XII

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): Buys, William E., et al. ed.

8. PLACE OF ORIGIN
ORG. The Illinois Curriculum Program, Office of the Supt. of Public Instruction,
ST. CITY, STATE Springfield, Illinois
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE The Illinois Curriculum Program. Office of the Supt. of Public Instruction, Springfield, Illinois

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Sept. 1961	113

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Curriculum Guide

16. INDEXING TERMS (6-12)	secondary education	materials sources	listening skills
speech instruction	communication skills	speech curriculum	
language arts	debate instruction	oral communication	
curriculum planning	discussion instruction	public speaking	

17. ABSTRACT (MAX. 250 WORDS)

The importance of effective speech in a democratic society and the increased stress upon oral communication via machines currently being developed demand that increased emphasis be given speech at all educational levels, especially the secondary level. Adequate equipment and trained personnel are essential for a maximally effective program.

The development, content, and evaluation of the speech curriculum, and suggested materials for the speech teacher are presented. The speech curriculum should include instruction in the following areas: basic skills in oral communication; public speaking; discussion and debate; oral interpretation; educational drama; and television, when facilities are available. Also given are a categorized bibliography, a list of sources of speech education materials and equipment, a list of professional organization, and a self-evaluation questionnaire.

ERIC No. 18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

3

ERIC Form 1

ED001 867

Lab

COMMUNICATION

IN THE HIGH SCHOOL CURRICULUM

SPEAKING AND LISTENING

Educational Materials Laboratory
Office of Education
JAN - - 1963
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

ILLINOIS CURRICULUM PROGRAM SUBJECT FIELD SERIES BULLETIN D-1

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ED001867

COMMUNICATION IN THE HIGH SCHOOL CURRICULUM

SPEAKING AND LISTENING

Grades VII - XII

Subject Field Series/Bulletin D-1

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ILLINOIS CURRICULUM PROGRAM
George T. Wilkins
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September, 1961

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355

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THE ILLINOIS CURRICULUM PROGRAM

Office of the Superintendent of Public Instruction

Springfield, Illinois

FOREWORD

In October, 1960 the Illinois Curriculum Council recommended the preparation of a series of curriculum guides for teachers and administrators in our high schools. Since all activities related to the planning, development, distribution, and implementation of printed curriculum materials are dependent upon communication skills, it seems more than a circumstance of chance that the first of the secondary school series be a bulletin on speech education.

Much of the strength of our democracy lies in the extent to which men use and safeguard the principle of freedom of speech as set forth in the Bill of Rights. It is a hopeful sign to see a new wave of interest on the part of youth in various forms of oral communication—debate, extemporaneous speaking, and drama. Certain new opportunities including radio and TV appearances will impose obligations upon school administrators to see that in the secondary school a proper emphasis is placed upon speech education.

The intent of the committee has been to prepare a non-prescriptive guide which will accomplish two purposes: first, to help speech teachers and administrators gain a greater sensitivity of the importance of speech education in the curriculum, and second, to provide them with a digest of the characteristics and instructional practices which, if studied and applied, can contribute to superior speech education programs. To school personnel involved in curriculum design, and especially those concerned about the fundamental area of communication, I recommend that you acquaint yourselves as fully as possible with the principles and supporting ideas included in this guide.

My appreciation is expressed to each committee member for his contributions of time, thought, and effort in making this publication a reality. It is my understanding that many hours were spent in discussing, writing, reviewing, and redrafting the manuscript. Nonetheless, some committee members deserve mention for particular acts. As representative of the Illinois Speech Association on the Illinois Curriculum Council, Dr. Paul Crawford is credited with having advanced the idea and clearly defined the need for a state-level bulletin in speech education. He and other members of the Illinois Speech Association have asserted positive leadership in helping this cooperative endeavor progress to the point of completion.

Dr. William E. Buys, who served as chairman of the committee and co-editor, is to be commended for his acceptance of extra responsibilities and the efficient manner in which such were handled. Gratitude is also expressed to Mr. Ralph Lane and Mr. Thomas Sill for their assistance in reviewing the manuscript and recommending editorial changes. Dr. Kenneth Burns is credited with having offered valuable criticism of the manuscript in its various stages of preparation.

To all members of my staff who contributed to the development of this basic curriculum guide I am grateful. Finally, it would have been impossible to have seen this kind of volunteer effort completed had it not been for the consideration of boards of education and institutions of higher learning in permitting the several committee members to serve the state in this manner.

In cooperation with the lay and professional groups represented on the Illinois Curriculum Council, the Office of the Superintendent of Public Instruction is pleased to sponsor and present this bulletin.

GEORGE T. WILKINS
Superintendent of Public Instruction

PREFACE

As living in our social order becomes a more complex process, the responsibility of the school to help youth develop effective communication habits increases in importance. The attitudes, skills, and knowledge related to the achievement of social competence can be acquired in part through the curricular area of communication.

This guide provides both basic information and guidelines for classroom teachers who have special concerns about the speaking and listening phases of communication. All teachers, however, have an obligation to cooperate with speech teachers in the task of making youth articulate and attentive. Members of the publication committee and members of the Illinois Speech Association will be leading resource persons to present and interpret this publication.

Other phases of communication, including English usage, literature, and writing will be considered by a second committee responsible for developing a companion volume to this one. When the two volumes are used together by junior and senior high school teachers, it seems plausible to assume that certain deficiencies in teaching performance and pupil achievement will be reduced.

As indicated in the **Foreword,** this is the first in a series of curriculum guides for use in the high schools of Illinois. Committees are currently at work preparing publications on art education, industrial education, business education, geography and earth science, and home economics education at the secondary school level.

Some features of the underlying philosophy of the Illinois Curriculum Program in terms of state-level publications are:

—That supplemental materials such as those contained in this guide can strengthen the work of new and inexperienced teachers.

—That through the voluntary efforts of a team of professionals the best and most promising teaching practices and research findings can be periodically summarized for the benefit of the teaching profession as a whole.

—That those in charge of pre-service and in-service educational activities will have available additional viewpoints regarding their responsibilities and resources.

Woodson W. Fishback
State Coordinator of Curriculum

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SECTION ONE

A POINT OF VIEW

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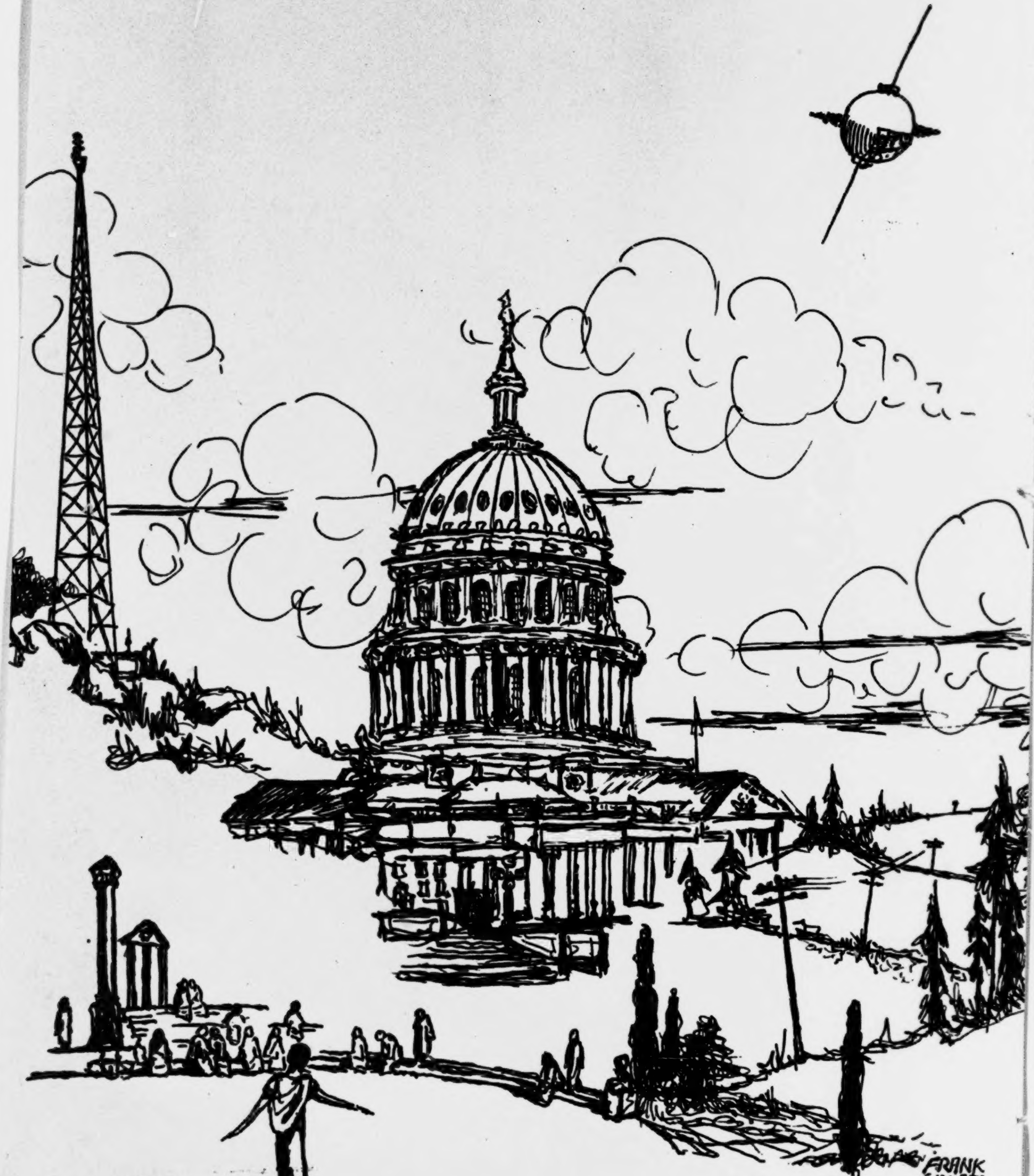
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CHAPTER I

SPEECH EDUCATION IN A DEMOCRACY

Our Changing World

In considering what is fundamentally crucial to all language arts curricula, speech educators generally agree that: **no modern, technological, and democratic society can secure and maintain freedom for individuals in their social, economic, and political lives, without providing for deliberate and intentional speech education in those skills, attitudes, and arts which are peculiar and basic to that society's primary goals.**

As verbally stated, our primary societal goals have not changed since the writing of the Declaration of Independence and the Constitution. However, due to social, economic, intellectual, juridical, and political changes, these verbal commitments to human goals are finding expression in human actions and concrete conditions.

The television debates that took place during the 1960 political campaign were oral communication battles, and the battleground was the listening-viewing American and world mind. The ensuing televised conferences of the President reflect the acute perception of the power of the immediately-heard, the live message. The increased number of public service television programs being produced without scripts lends added recognition that television is an oral communication medium.

An entire national population of more than 185 million persons which at one time can be turned into a listening-viewing audience for good or ill is a nation with a communication medium and a communication problem undreamed of, in fact impossible, twenty years ago.

Any school curriculum that fails to recognize its responsibility to teach effective speech and critical listening must also assume a responsibility for permitting those cultural conditions to obtain in which Orwell's **1984** might well become a reality.

Other newer technological devices for aiding or replacing speakers, listeners, readers, and writers are already upon us. They need to be noted.

During the decades of the sixties and seventies a galaxy of private and public communication satellites will be orbited. It is no idle or unthinking statement to say, "The age of personal and business letter writing is on its way out." Youngsters now in school will one day pick up a microphone in their homes or places of work; a message will be **spoken** and it will be received by a passing satellite; as the space carrier passes over the point of message delivery, the message will be sent into the home or office of the receiver; if the recipient is not at home, the message will be stored for later viewing or hearing. We must begin now to educate children to "speak letters."

Today machines are being sold which can talk to other machines. The messages they deliver depend upon the messages given to them by human beings. Our attention to the human use of language no longer can be centered on reading, writing, and English grammar alone.

Today there are machines being developed in Japan and the United States which will be able to take dictation from a speaker and type the message instantly and correctly. We need to examine the type of language education being given to those planning to become stenographers, typists, and business executives.

Today there are machines, pre-programed, which students can use in learning a variety of subjects. Such automated devices will grow in astonishing numbers in the near future. To program them we will need individuals with new and heightened language skills; to utilize them we will need to change our concern for certain aspects of speaking, listening, writing, and reading.

As this guide is developed, these machines are not in wide use. However, we can be sure of two things: first, **these machines will be ready for human use before human beings are widely and wisely educated to use them;** and second, **these machines, in the very near future, will have a profound effect upon the type of language arts curriculum needed.** From our point of view, the impact of such devices upon the need for speech education is almost unquestionable.

The technological changes to automated production, transportation, and communication are also resulting in other consequences requiring our attention. There are now more white collar workers in the United States than blue collar workers. White collar jobs are those in the so-called service professions and industries. In examining the essence of service industries we are impressed by the fact that it is **people working with people.** Automation is taking men away from working all day with silent non-communicative machines; this means that inter-personal communication (speaking and listening), once again becomes central to economic activity.

The current economic revolution is resulting in a larger force of chronically unemployed, as well as reducing the amount of effort of those working. In effect, this means increased leisure time. Hence, "worthy use of leisure time" is no longer an empty educational objective. Speech education must play a vital role in achieving this objective. The need for increased curricular and co-curricular attention to oral reading, storytelling, dramatics, creative play, parliamentary law, and group decision-making is upon us.

We are a nation dedicated to free speech and assembly. Democracy is synonymous with participation; it is synonymous with discussion, parliamentary law, persuasion, salesmanship, and debate. Democracy can be secured only when a nation is able to engage in these forms of communication.

It is unthinkable that a national group can be committed to **economic individualism**, to **freedom of speech**, and to **freedom of assembly** without also providing for an educational curriculum which seeks to produce individuals who are capable of speaking and listening.

Freedom of speech and assembly are hollow terms if skills of speaking and listening are not an integral part of the education of free men. The Greeks understood this axiom perfectly.

To the Greeks democracy was for a time both the **modus vivendi** and the **modus operandi.** It is not a coincidence that during the Golden Age of Greek Democracy the primary methodology of the political society and the educational curriculum were oral in nature; neither is it coincidental that logic, rhetoric, and oratory were the cornerstones of the Greek educational curriculum; further, it is not coincidental that of all the Greek intellectual products which have come down to us, the writings of the Greek rhetoricians and orators are to this day the most apropos.

The implications of having a democratic society dedicated to free education for all, dedicated to freedom to think, dedicated to freedom to assemble and hear, dedicated to the extension of freedom throughout the world, dedicated to the development of a highly technical and mobile world are quite clear. Such achievements can occur **only when the educational system provides for those thought processes and skills in communication which are relevant to such goals.**

As democracy grows in reality and as our economic system changes, the stress upon speaking and listening as a method for communication must also increase.

All Education is Dependent Upon Speech Education

So fundamental and pervasive is the function of speech in the life of democratic man that more than eighty-five per cent of all human communication is carried on by speaking and listening. It is estimated that ninety per cent of all human learning takes place via the medium of speaking-listening. An examination of the bulk of what teachers and pupils do in the typical classroom will support this assertion.

Thinking is, in large measure, the process of man speaking with himself. This linkage of **speech-thought** is so basic that it can be said that human beings do not become thinking beings unless they have some type of interiorized symbol system. And further, it must be said, that the acquisition of such a symbol system comes via the communication of a new individual with others of his group. **Hence, it is proper to say that a child learns to think only while and after he has been taught to speak.**

One of the first, and certainly one of the most basic acts of education, is the effort of parents to change the behavior of the child from a non-symbol-using to a symbol-using individual. Failure to accomplish this primary task, for whatever reason, results in a child with no ability to think and a child with little or no ability to communicate.

All additional formal and academic education of the new individual, with certain exceptions, is a development, elaboration, and variation of initial language learning. The skills of writing and reading, for example, depend upon first having a highly developed symbolic process and a rather competent communicative process; the ability to learn new language systems such as mathematics, chemistry, physics, biology, or literary criticism rests upon first having developed skills in speaking, listening, and thinking.

The truth and implications of these statements become obvious when a non-speaking child or a foreign-speaking child attempts to enter a public school. All **formal** schooling is predicated upon having an educable child.

Research demonstrates that if one wishes to increase a human's intelligence, one must find a way to increase the type and/or complexity of that human's symbol system.[1] It should be added that anything which increases the ability to speak and listen critically will have a profound effect upon the thought processes of the individual.

These observations regarding the dependency of all education upon speech education will suggest the importance of speech education to and in the curriculum. Unfortunately most of the child's symbol education and interpersonal communicative education takes place **prior** to his beginning school; and unfortunately, **most teachers do not comprehend the centrality of this early speech education.**

The elementary and secondary school curricula are too often founded on the premise that children are born thinking beings. The I. Q. concept has been a source of misplanning for educational thinkers. Too often educators act as if intelligence were the consequences of a lucky genetic meeting; hence, **curricula are usually not designed to produce an increase in thought ability so much as they are designed to utilize that thought ability which, it is assumed, comes with the child at birth.**

The elementary school should provide for extensive speech education and for any speech re-education which is required to produce a symbol-using and communicating child. The early grades should be a time for teaching students "how to think." And the best approach to this task is via oral symbol activity, i. e., listening and speaking. This should, at the same time, be accompanied by much opportunity to communicate with both peers and adults. No child ever learned to think by talking only to his twin. Speech in the elementary school should not be conceived of solely as experiences in learning proper articulation, proper volume control, pleasant pitch levels, and show and tell, although these certainly are important.

---

[1] A. R. Luria and F. Yudovich, **Speech and the Development of Mental Processes in the Child.** London: Staples Press, 1959.

In spite of the importance of speech education to all learning, and in spite of the preponderance of speaking and listening as the major medium of communication, too few elementary schools in our nation give proper emphasis to oral communication.

A recent survey of the public secondary schools in the State of Illinois revealed that no more than forty-eight per cent of them give intentional instruction in speaking and listening. The secondary school should continue curricular and co-curricular language experiences which seek to increase the levels and degrees of symbol complexity for the purpose of increasing thought abilities. More attention should be given to semantics, reasoning, logic, argumentation, structural linguistics, questioning, and defining. Because one's responsibility for other humans increases with age, the role of speech education in the high school should be broadened to emphasize the inter-personal and social skills of speaking and listening.

In summary, speech education is the process of providing the individual with a symbol system for use in inter-personal communication. **Improvements in thinking and in communication are the results of speech education.**

The Characteristics of Speech

In order to plan curricula for the specific purposes of improving thought and inter-personal communication in a democratic society, it is necessary to have a general overview of the "subject matter of speech education." In other words, what attitudes and skills should speech curricula seek to develop and promote? To answer this question we present the basic elements and characteristics of the oral communication process as it operates in a free society. The remainder of this guide will seek to show various and flexible approaches to securing these communication skills.

Speech requires proper attitudes: Effective human thought and effective oral communication depend upon **the belief** that one has the right and the social responsibility to think, and in turn, to communicate those thoughts to others in order to maximize one's society and its cultural values.

Speech is social and purposeful: Oral communication always involves two or more human beings. It is human activity which depends upon cooperative behavior. Oral communication also always implies a purpose. The speaker attempts to arouse feelings or thoughts; the speaker attempts to contribute to the pleasure and relaxation of the listener; the speaker attempts to change the direction of movement of the listener either toward or away from some speaker-determined goal.

Speech employs three symbol systems: Oral communication employs a sound symbol system. These symbol sounds are of two types: those which relate to things and their relationships and those which give information about the nature of the symbol being used. In speech the grammatical structure is indicated by certain symbolized pitch variations or by use of certain types of symbols. Oral communication also employs a visual symbol system, using gestures, colors, and clothing. This system is complicated and learned for the most part unintentionally. Oral communication also employs a symbolized system of smells and tactual signals in the form of cosmetics and human contact. All of these symbol systems operate to secure the transmission of messages from one person to another.

Speech uses two channels for sending messages: Oral communication, except via tele-communication devices, uses both sight (light waves) and sound (sound waves). Thus, lighting and acoustics play an important role in the speaker-listener relationship.

Speech begins with a thought: Thinking is the seminal force for all types of communicative acts. In speech, the basic purpose is to transmit information, data, thoughts, or feelings. The thought is the subject matter of the message and the speaker. Hence, subject matter, thoughts, feelings, and ideas are essential to the oral process.

Speech requires encoding the message: The task of the speaker is to select those symbols from any or all of his three-symbol systems which best represent his thoughts and feelings. A human being may have highly developed symbol systems for personal thinking and at the same time be unable to cast those thoughts into language which secures the desired response from the listener.

Speech utilizes a listener feedback: The receiver of the message is the listener. Skill in listening can be taught. **Listening is to the receiver what thinking is to the sender; hence, listening is thinking.** The reactions of the listener to the speaker are reflected in what he says, how he looks, and what he does. These reactions are transmitted, via sight and sound, back to the speaker. These returning messages are called "feedback." Feedback messages, in general, report four different things: (a) message not understood; (b) message understood and agree; (c) message understood and do not agree; and (d) signals received accompanied by noise, message not received, please repeat. The speaker must be able to receive the feedback messages, interpret them, and adjust his future out-going messages to reflect his analysis of the received feedback.

Speech depends upon effective transmission: The speaker must have a system for transmitting his encoded thoughts through space to the listener.

Effective transmission of sound requires: (a) having adequate energy, (b) having a source of sound, (c) being able to manipulate sound. Thus the speaker must have sufficient volume, a suitable voice, and must be able to manipulate sound by effective articulation. Transmission of the gestural set of symbols and the symbols of cosmetics and dress, depends upon control of body musculature and light, plus the ability to secure those items of dress or cosmetics which are required by the given speech situation. Anything which interferes with the process of communication is called "noise." The task of the speaker and listener is to eliminate noise or reduce it to a point where the message can be transmitted and received.

General Objectives

In terms of the objectives of education as formulated by the Educational Policies Commission of the National Education Association in 1938, the knowledge, insights, and skills deriving from speech education contribute to the individual's **self-realization and economic efficiency.** Speech education also produces those social and political skills and attitudes which subserve the American ideal of democracy.

Specifically, the values of speech education stem from those attitudes and skills which it seeks to develop. Among these are:

1. Investigating the sources of information on a subject and systematically gathering available data.
2. Analyzing the data, audience, and occasion related to speaking situations.
3. Evaluating, selecting, and organizing information and data in relation to a specific purpose.
4. Thinking, i. e., considering alternatives logically, reflectively, and critically.
5. Encoding messages in language forms which illustrate and support the idea of the message. Learning to use clear, accurate, impressive, and compelling language.
6. Developing and using an effective gestural language system, a system which encompasses the skills of poise, confidence, sincerity, and self-control.
7. Developing an effective phonation system with a pleasant, clear, flexible, and easily heard voice.
8. Learning to utilize feedback by observing the listener with respect and understanding.
9. Learning to listen to the speaker attentively, critically, and meaningfully.

10. Interpreting literature through acting and oral reading with sensitivity to the ideational and emotional implications of the content and the literary form.
11. Engaging in group discussion, conference speaking, and committee action in a manner which reflects knowledge, insight, and skill with respect to the management of inter-personal relations and problems arising from substantive issues.
12. Advocating controversial ideas, by persuasion and debate, through use of evidence and logical reasoning.
13. Demonstrating ethical standards and social courtesy in all speaking-listening situations.

The success or failure of individuals in a free, political, economic, and social world depends upon the abilities to think effectively, to speak effectively, and to listen critically. **To secure these prime objectives is the purpose of speech education; to have succeeded in obtaining these objectives is the value of speech education.**

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SECTION TWO

BUILDING THE SPEECH CURRICULUM

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CHAPTER II

ACHIEVING THE OBJECTIVES

Preparing statements of speech needs and creating lists of high sounding goals have little value unless these needs and goals are recognized by those whose duty it is to administer the schools of our state. This chapter will list and briefly discuss the concepts necessary to achieve the objectives of speech education set forth in the previous chapter.

Recognize The Value of the Speech Program

School board members, superintendents, principals, and curriculum coordinators will recognize the urgent importance of improving oral communication skills. This recognition goes beyond mere intellectual acceptance; it advances to the point of demanding that something be done to improve the ability of students to think clearly and to share thoughts with one another.

Recognize That Speech is Learned

The implications of Chapter I point up the premise that speech is learned, and because it is learned, can be taught. Recognition of this premise will lead school administrators to the realization that speech education should be intentional. Indirect teaching, accomplished by letting the students do considerable speaking in all of their classes and allowing them to participate in poorly directed extracurricular speech activities will not suffice. If the student does not have a good set of speech habits to begin with, or if he does not know of what good speech consists, no amount of practice will benefit him. Effective speech is best learned through conscious integration of theory, practice, and criticism under the direction of a person trained in the field.

Incorporate Speech Into the Curriculum

Once administrators recognize the value of speech training and admit that it is best taught directly, it is their responsibility to incorporate speech into the curriculum.

Speech education will begin in an informal, yet intentional, manner in the early grades.[1] It is an integral part of the total language arts program. Good language arts textbooks for elementary grades have well-developed units on speaking and listening. Administrators will insist that speaking and listening receive their fair share of time in elementary education, knowing that the habits instilled at this time will go with the student throughout his life.

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[1] Teachers are referred to **English Language Communication,** (K-VI), Illinois Curriculum Program Bulletin C-Six, 1961.

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Formal speech instruction can be introduced at the junior high school level. Instruction at this level should build on what has been done in the elementary school, but should not duplicate work done there. It will concentrate on improving speech habits in informal situations and will introduce the student to the problems of formal speaking. Work in creative dramatics is valuable in the junior high school program since it contributes to the development of the child's imagination. Creative dramatics also serve as a foundation for all future dramatic work in high school.

A good curricular program at the high school level will provide for at least one semester of required speech early in the student's career. This required course should be in general speech, and should concentrate on those activities with which the student is most likely to come in contact in later life. Local conditions, the needs and abilities of the students, and the training of the teacher all will determine the nature of the beginning course. One word of warning may not be amiss, however. Experience indicates that a superficial handling of many topics is less satisfactory than a more concentrated treatment of fewer areas in the beginning course.

In addition to the basic required course, electives will be offered in those oral communication areas which best meet the needs and abilities of the students involved.

Curricular course work is but one of two phases of the well-balanced speech program. A speech activities program to aid those who are in need of remedial work, and to benefit those who because of their special aptitudes can profit from additional speech activity, is also vital.

A majority of schools concentrate on an elementary school speech correction program and full time speech therapists are most often hired in the elementary school. Under the supervision of a good therapist who does not have too heavy a case load, the large percentage of speech defectives can be properly treated at this time. However, certain students will enter high school still in need of the services of the correctionist, and it is imperative that whatever help they still need be provided.

Probably more important than the speech defective in the high school program is the talented speech student. Good courses in speech will train him to use his talents, but many additional opportunities are needed for him to practice and perfect his new-found skills. Actual performance situations are of the greatest benefit at this time. Thus it is recommended that the school offer adequate opportunity for him to get further experience outside of the classroom. Means of providing this experience are discussed in detail in Chapter IV of this guide.

An adequate speech program takes both time and money. It must be given proper time allocation on the school calendar and should be so scheduled that it is available to all students. A fair share of the total budget will need to be earmarked for speech in the belief that it is as important as any other phase of the school's program.

Periodic evaluations by administrators and teachers will determine whether goals are being achieved and where revisions need to be made.

Secure the Best Faculty Possible

Other things being equal, good teachers produce good results and weak teachers have less chance of being successful. The speech teacher, thus, should have the best possible qualifications for his work. A language arts major whose college training has included only one or two speech courses cannot achieve the goals set forth in this guide. **It is desired that the speech teacher be a speech major.**

A school where a single speech course is to be taught may have to settle for a teacher who has only a speech minor. A good minor program in college will have introduced the teacher to the main speech activities and should have given him sufficient theory and practice in these activities so that he can teach them adequately.

In those schools where more ambitious programs are undertaken the teacher should certainly have the major. Most teacher-training programs tend to make the major one in which the teacher has had at least a minimum of work in all aspects of speech. The well-qualified teacher will have provided for depth in the field of his chief interest, i. e., public speaking, debate, dramatcs, etc. Thus he will be equipped to handle specialized courses or activities in those areas where he has had additional training. It goes without saying that the speech teacher will be expected to possess all of those personal qualities desirable in any teacher.

There is enough difference among the various speech activities so that one person cannot be expected to handle all of them equally well. If the school is so small that only one speech teacher can be hired, it might be best to concentrate on one major activity.

An administrator desiring a strong speech activities program will give the classroom teacher who directs that program either released class time or an extra stipend for the extra service.

Provide Adequate Facilities

Facilities for carrying on the speech program need not be elaborate, and lack of such facilities should not deter any school from initiating work in speech. However, once the work has been started, a plan for improving existing facilities should be inaugurated. The really good teacher will not need an oversupply of gadgets in order to have an exciting offering, but he should not be kept from obtaining the best results by lack of equipment.

The speech classroom need not be greatly different from any other classroom. It is to be desired that the seats be movable, that there be a platform at the front of the room, and that a lectern or speaker's stand be provided. If the room is to be used for drama classes, a curtain to close off the "stage" area would be very helpful. Models, charts, speech recordings, and other teaching aids peculiar to the speech program will be a part of the classroom. Tape recorders, TV sets, movie and overhead projectors, public address systems, and other mechanical equipment will be available to the speech teacher as needed.

A fine library is surely an asset to the speech teacher and his students. Preparation for speeches, discussions, and debates is greatly enhanced when a variety of materials is available for the student to use in his research. High school speech textbooks other than the one adopted for the clasroom should be available for supplementary reading assignments. Collections of great speeches, plays, and other literature are requisite to both curricular and non-curricular work in public speaking, dramatics, and oral interpretation. Debaters will need daily newspapers, weekly news magazines, and specific reference material on the debate topic. The speech teacher will consult with the personnel responsible for instructional materials to see that all of his needs are met.

An activity program which includes dramatics will require some sort of auditorium. Stage facilities such as lights, scenery, etc., should be provided in relation to the scope of the program.

Foster Integregation of Speech With Other Subjects

Integration of speech with other classes will be achieved best by the speech teacher acquainting the other teachers in the system with what has been taught, what can be expected of the student as regards oral performance, and what the other teachers can do to continue and reinforce the work of the speech teacher. Time might well be given in faculty meetings for the speech teacher to explain these matters, or he might prepare a brochure to be handed out to all teachers so they may know what to expect and what they can do. The old cliché, "every teacher a speech teacher," has value only after some speech has been taught, and then it has every value if the learning is properly used. If all teachers would make a concerted effort to implement the work of the speech teacher, if they would not be satisfied with mediocre speech performance in their classes, great strides could be made in producing more effective oral communicators.

Another method of fostering integration is to employ a special consultant. It would be the duty of this person to aid teachers in all subjects with the oral aspects of their classes. This might be accomplished by in-service training so that the classroom teacher could handle the work himself, or it might involve team teaching wherein the classroom could handle the work himself, or it might involve team teaching wherein the classroom teacher and the consultant would cooperate on a given project.

Outstanding curricula do not develop by themselves. They require planning, nurturing, and constant evaluation if they are to achieve ther maximum potential.

CHAPTER III

CURRICULUM DESIGN

It is the purpose of this chapter to discuss the curriculum designs for a planned program in oral communication. First we shall consider the curricular patterns which can be used to provide academic training and then give our attention to activity programs which can be used to complement the academic program. Curriculum patterns in oral communications most frequently fall into three categories: (1) the basic course, (2) integrated units, (3) advanced or specialized courses.

The Basic Course

Traditionally the **basic course** has appeared in the school curriculum in two major patterns: first, as the introductory course in a sequence of offerings in oral communication; and second, as the single and terminal course in speech fundamentals.

The Introductory Basic Course

The introductory basic course is designed to provide initial training in fundamental skills and techniques and to enable the student to participate more effectively in future courses of the total speech program. Curriculum leaders in such a situation will place the major emphasis upon a selected few of the fundamental skills of oral communication. A teacher or administrator planning such a course will select those skills which, in light of personal and institutional philosophies, seem most appropriate to the needs of his students. For example, the school system located in the midst of an area whose citizenry is characteristically identified by a particular manner of speech which calls adverse attention to itself, will place the major portion of the emphasis in a basic course upon articulatory skills in voice and diction. Schools located in what might be termed a more sophisticated environment will find it possible to give more attention to language and speech preparation in their basic course. Thus, we find New York City schools emphasizing vocal mechanics in their speech programs with therapy and correction and structural basis for speech training, while schools in the North Shore area of suburban Chicago are more likely to utilize a linguistic approach. In either case, the emphasis is placed upon the development of skills, and attention to speech forms are left as the major objectives of succeeding courses in the oral communication sequence.

All schools will want to utilize the students' first curricular experience as a means of developing poise and self-confidence in the field of oral communication.

The Terminal Basic Course

In the terminal basic course the educational objectives take on new dimensions. Since this is the only course where formal attention will be given to his speech education, it is necessary that fundamental preparation in all speech skills and forms be provided for the student. The emphasis still will be placed upon those elements of most value to a particular student population, but the minimum requirements must be met in all other areas of speech fundamentals. In addition, the instructor in the terminal course must motivate his students toward increasing their speech proficiency without direct supervision, and help them develop standards of evaluation which will enable them to judge not only their own speaking, but also the speaking of others.

Course Organization and Presentation

The two diverse patterns presented as characteristic of the basic course vary in their content, presentation, and organization. Robinson[1] has indicated three basic approaches used in the teaching of speech. These are: (1) the elements approach, (2) the activities approach, and (3) the combination approach.

1. **The elements approach** requires goals, units, and methods to be planned so that fundamentals are taught through drill, talks, oral reading, or any other suitable vehicle, but with stress upon the mastery of the fundamental habits to be developed. For all practical purposes then, the mastery of fundamental processes or skills is the end of such speech instruction.
2. **The activities** approach rests upon the selection of an experience (activity) such as conversation, discussion, etc., as a vehicle through which the fundamentals are taught. The emphasis is upon the activity as an end and the fundamentals as a means.
3. **The combination approach** is described as the most usable in high school speech instruction. Here motivation for development of speech fundamentals is secured through activities, with the elements approach providing repeated experiences in the use of particular basic skills determined by diagnosis of individual needs.

Scheduling the Basic Course

Different schools schedule the basic course in different ways. Most often it is a one semester course, but occasionally two semesters are offered. Some schools **require** the basic course; others offer it as an **elective.** The basic course is usually designated as belonging to a certain grade level; this varies depending upon local conditions. It may appear as an offering of the English department or (in large schools) speech may have its own department. Where the course is offered by the English department it can often be taken in lieu of other English courses.

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[1] Karl F. Robinson, **Teaching Speech in the Secondary School.** New York: Longmans, Green & Co., Inc., 1954.

An approach to scheduling which is emerging in schools in Illinois today is one which offers the basic course as a **required semester's work in the English curriculum.** This usually occurs as one semester's work at the tenth grade level, although examples of the offering in the ninth grade are not uncommon, and similar examples can be found for the eleventh and twelfth year, particularly in those systems that now require four years of English.

Integrated Units

A further extension of the implementing of formal speech training in English classes is found in a structural pattern which provides for six weeks of specific instruction in oral communication at each English class level. Unfortunately, too often the scheduling problem involved makes it impractical to provide a specially trained instructor for the speech units and most English teachers under current educational pressures find it difficult to give their unqualified support to a unit of such length. To be most effective, the fundamental principles taught in the specific speech unit must be integrated into the work of the entire school year. When sufficient emphasis is placed upon the presentation of well-planned units, successfully integrated throughout the full year's work for three or four years, an excellent learning situation results.

One of the most effective formats of integration has emerged in the last few years in the form of "team teaching" situations. Such programs provide an opportunity for successful integration in that they possess not only the possibilities inherent in any class but the added advantage of making it possible to have exceptionally well-qualified personnel for the teaching of oral communication. One of the largest schools in the state has an effective program of this nature in operation in its junior and senior English classes. Each group of team teachers contain at least one teacher with a speech major or minor. This individual assumes the responsibility for the presentation and evaluation of any work categorized as an oral communication skill or form. Thus when the drama unit is presented it is taught by the speech-trained instructor.

The possibilities for the use of the techniques of discussion, debate, various forms of public speaking, parliamentary procedure, sociodrama, and oral interpretation in the field of social studies are endless. Possible integration combinations between oral communication and other subject matter areas are numerous. Since most classroom activity is dependent upon oral communication, the integration of the subject matter of any one particular class and the fundamental skills and forms of speech simply awaits the initiative of interested and qualified school personnel.

Advanced Courses

Finally, consideration should be given to those subject matter areas identified as advanced and/or specialized courses. Such courses include offerings in public speaking, dramatics, radio-television, debate, discussion, and oral interpretation.

In those schools that offer a series of courses in the field of oral communication with a fundamentals course as the initial prerequisite, any succeeding courses can be considered advanced courses.

One will find curricular patterns where a basic course and specialized courses are not offered in sequence. The most frequent example of this has been public-speaking and drama courses. Therefore, the same subject matter may occur in either advanced or specialized courses. Whether these courses are offered in sequence or not, it is desirable that all speech education be planned and programed as a unified effort aimed at developing students who are proficient in speech.

CHAPTER IV

ACTIVITY PROGRAMS FOR SPEECH EDUCATION

Definitions

The presence of speech education in the regular school curriculum has often been preceded by the development of effective activities programs. These programs have been as varied in structure as they have been in number. Generally speaking, they divide into two types: (1) Those activities which operate without reference to other aspects of the curriculum, i.e., extra-curricular and (2) those activities which are designated to operate in conjunction with various aspects of the curriculum, i.e., co-curricular activities. Much can be said for both types as ways to emphasize and enrich oral language education in the school.

The first step in establishing a design for an activities program is to carefully determine the specific objectives that are important to the speech program and the community. There is certainly a limit to what can be accomplished in the speech classroom. From this point of view, the speech activities will provide an opportunity for the student to increase his proficiency in his chosen area. Speech activities **will not** be viewed as a **substitute** for a sound curricular program in the communicative arts.

One of the features of the activities program which contributes to the achievement of these objectives is **increased motivation.** Viewed in proper perspective, speech contests, for example, are valuable to the individual student simply because of their competitive nature. The challenge for excellence in a specialized area offers incentive for the student to develop increased skills. The opportunity to perform effectively in a given area may be the chance that the student needs to realize his potential.

Another characteristic of organized speech activities is that of **cooperative effort.** The opportunity to produce something worthwhile in cooperation with other students is a strong drive for adolescents.

Functions of Activity Programs

A major function of speech activities is **to provide an enducational experience for the serious-minded student concerned about the world in which he lives.** The teacher will find that the activities program draws students from areas of interest other than speech. Many times the student does not have an interest in speech. He may simply have a keen desire to solve problems, to deliberate basic issues and to exercise his powers of reasoning. A question that aroused a curious mind in the classroom may remain unanswered unless a further activity provides a suitable answer. The student who has not had the time to investigate such questions thoroughly in class, needs other outlets for his educational interest. He can turn to a speech activity for educational enrichment.

A second function of speech activity programs is to **encourage critical listening and thinking.** As indicated in chapter one, the school must not fail to recognize its responsibility to stress critical listening in the fast approaching age of a listening-viewing America. The school of today must teach its future citizens to realize that critical listening is a key to their future and an important avenue to world understanding. The activities program **can** add immeasurably to the student's skill in critical listening. Debate, for example, is almost wholly predicated upon the ability of the participant to hear, analyze, and, respond orally to arguments. Intelligent decision-making in the areas of discussion, extempore speaking, oratory, and argumentation cannot exist until the speaker learns to listen effectively and critically. Appreciation of literature also depends upon effective listening.

Another function of the activities program is **to create an interest** in speech. In schools without curricular speech this can be a very important function; for, as was pointed out in the introduction to this section, speech curricula often emerge from a strong activities program. Students who become involved in activities often discover that they have a need for more formal instruction. Further, parents of children engaged in activities become aware of the value of the activities and request that such beneficial instruction be provided all the students in the school.

Finally, an important function of the program is **to extend the range of experience of the student speaker.** In speech contests, festivals, assembly programs, service programs, and radio-TV programs he is given an opportunity to demonstrate his accomplishments. Further, in such activities, he exposes himself to new audiences and usually more accomplished critics than he would ordinarily meet in the school environment. This "feedback" process is extremely valuable to the communicator. It is something he can see, feel, and use. It is far more valuable than any critique he may receive from the teacher in the classroom situation. Moreover the criticism may be more valid coming from an audience which is more objective than his classmates. It is, in short, a practical exercise which supplements the formal learning situation of the classroom.

Types and Kinds of Speech Activities

Speech activities are both interscholastic and intramural.

The three general areas of speech activity are forensics, dramatics, and oral interpretation. In Illinois, most speech activities are sponsored and supervised by the Illinois High School Association.

Forensic Activities

Extemporaneous speaking is one of the most demanding of the speech contest events. It is closely identified with public speaking exercises of the classroom. It is based upon previous reading and specific research of the student. Extemporaneous speaking employs logic, supporting evidence, causal reasoning, skill in persuasion, ability for quick organization, adaptability, thorough knowledge of subject matter, and facility of language. Such speaking is a real test of the ability of the student since it is not memorized. It is, therefore, attractive to the student who wishes to excel in speaking.

The values of debate, perhaps the most popular of the creative, non-memorized events, are the same as extemporaneous speaking since, the same qualities are demanded of the student. A final important dimension is that of cooperative responsibility. The debater must embody all the skills of effective communication. Debate not only teaches logical argument and advocacy, but is equally valuable as an exercise in analysis of critical issues and objectivity in approach. It provides an opportunity for persuasive delivery and effective language usage.

Discussion, an event of increasing interest, appeals to many students and teachers because it is basically a non-competitive activity. It is a process of group problem-solving which allows the participants to analyze and investigate a problem. Discussion starts with a problem and ends with a solution whereas **debate** begins with a solution and advocates its adoption. Discussion is an excellent medium for teaching inductive reasoning (debate is valuable for teaching deduction). Discussion will not be overlooked in the well-balanced activities program.

Oratory is historically the classical contest event. It is a formal, persuasive speech that is written by the student about some idea for which he has strong personal convictions. It is not, contrary to many beliefs, a flowery, bombastic exhibition of "oratorical splendor" as was popular in the days of Bryan, Ingersoll, Douglas, and Phillips. The speaker should never lose the naturalness and communicativeness of the extempore speaker, even though the content of the speech is much more thoroughly planned and executed. It is a good experience when the student is responsible for the entire project. It is an activity that should give the superior student an opportunity to do his best with a difficult speech assignment.

After-dinner speaking is a contest activity. This is much more limiting than extempore speaking or oratory. Whatever the subject, the after-dinner speech is to be entertaining. This does **not** necessarily mean humorous. Clever ideas and unique phrasings are the secrets of good after-dinner speaking. These are elements of a specialized type of speaking with which the well-rounded speech performer should be familiar.

Interpretative Activities

Interpretative events are those in which the speaker assumes the responsibility of transferring from the printed page the intellectual, emotional, and aesthetic meaning of literature. Interpretative events, therefore, place the responsibility for literary understanding and the projection of meaning in the hands of the student. Experiences in interpretation help him understand literature better and improve his voice with respect to shades of meaning, emphasis, and subordination of ideas and key phrases. Much pleasure in later life may be derived also from the ability to interpret good literature well, both as a parent and as an interested participant in cultural activities of the community.

A goodly number of the individual events in speech contests as they are now organized are interpretative in nature. Radio script reading is such an activity. **Comedy** and **serious reading** combine interpretation and impersonation with perhaps a suggestion of acting. The **poetry** and **prose reading contests** as presently set up by the IHSA are probably the most truly interpretative event we have in our contests. All of the objectives which would result from a unit in oral interpretation in a regular speech course could also be achieved through activities work in individual contest events.

Dramatic Activities

Dramatic activities are not normally considered suitable for competitive programing. However, in the State of Illinois, they are included in the IHSA contest structure and have produced impressive results.

Some schools have been able to put on stage plays of professional quality. The primary advantage of this activity is that it offers the opportunity for participation to more students than most other events. Furthermore, the feelings of preparing and polishing a dramatic performance of artistic and aesthetic value are of great satisfaction to both students and director. Dramatic activity demands precision of execution and sensitivity in interpretation. It can be one of the most memorable speech experiences in the life of the student.

Other Speech Activities

Thus far only those activities which are of the interscholastic contest variety have been discussed. Many other speech activities of a valuable nature can be conducted within the individual school. They are as many and varied as the ideas that may be born in the imagination of the teacher who directs the speech activities.

The speech teacher will want to note the suggestions found in Section Three of this guide. These suggestions for use of oral interpretative events are quite effective as extra-curricular activities. In addition to these, the following suggestions offer other possibilities for intramural activities in speech:

—If there are enough students interested in debate, an intramural tournament with the championship round presented before the student body in an assembly is often successful.

—Extempore speaking events carried out in history and government classes can uncover unknown talent.

—A closed circuit audio program may be sponsored during lunch periods or special times of the day. This may vary from a program over the public address system to a program from a radio studio with microphones, turntables, and transmitters. See Chapter X for further information.

—The creation of a tape library of good speech recordings with narrations and other annotations by the students themselves can be a valuable resource for many years to come.

—A speech festival which includes all the events of an interscholastic activity can be held intramurally. Everyone wanting to participate can, without restriction. The winners can be presented at either an all-school assembly or at an evening performance for the public.

—Chamber theater or reader's theater provides a whole new area for experimentation. See Chapter VIII, page 61, for further information. To see how many different types of literature can be done in this style, see the Winter (1961) issue of the **Central States Speech Journal** for an exhaustive listing of everything published in reader's theater up to that time.

—In addition to the full-length play, a night of one-act plays gives a great deal of variety to the theater department program presentations. Students may be used as directors and stage managers. As many as three one-act plays can be done on one program.

—With advanced and more mature students, clubs may be formed for specialized interest groups. Discussion groups dealing with great issues of the day are good for those students who are interested in political science. Direct clash debate on these issues is interesting for those who like argumentation. The Great Books Discussion Group is one possibility. Schools should try oral play-reading groups with both faculty and students participating. Clubs in which new books are reviewed are successful. Also plays and musical comedy provide interesting materials for such groups.

—Events such as creative drama, forums, legislative assembly, oral reading, storytelling, and oral decision-making may be used in other areas of the school as means of reinforcing the teaching of literature, history, governmental processes, etc.

—A school which has the resources should have a speaker's bureau from which local interest groups may request speakers, entertainers, masters of ceremonies, plays, skits, etc. This furnishes practical experience of a non-competitive nature for the students involved.

SECTION THREE

CONTENT OF THE SPEECH CURRICULUM

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CHAPTER V

BASIC SKILLS IN ORAL COMMUNICATION

Profesor Woolbert,[1] writing in the early 1920's said, "Man speaking is four things: he is voice, thought, language, and action combined into one activity." Since Woolbert's time the analysis of oral communication has been extended so that today we have a more detailed description of the complicated human speech activity.

The primary goal of speech education is to prepare students to be effective communicators. In order to develop and implement teaching procedures and techniques which will result in improved oral communication behavior, the teacher must be thoroughly familiar with the elements or basic components of the speaker-listener relationship. This chapter, therefore, will do the following:

It will define the communication process and identify the elements or fundamentals of speech.

It will specify the general and specific objectives of a speech course designed to teach the basic skills of oral communication.

It will offer suggested activities and units of study designed to achieve these general and specific educational goals.

It will offer specific advice on the general conduct of a fundamentals course.

Definition

Oral communication is an on-going process whereby a person using audible and/or visible symbols transmits a message to a listener and in turn receives and utilizes a response from the listener.

In analyzing the oral communication process we find the following elements:

There is a **speaker,** sometimes called the transmitter.

There is a **thought** process which precedes and/or accompanies the decision to speak.

There is a symbol system or a **language.**

There is the mechanism of transmission, i.e., the **voice** and the **body.**

There is a **listener,** sometimes called the receiver.

There is the response of the listener called **feedback.**

Thus we arrive at seven elements or fundamentals basic to oral communication.

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[1] C. H. Woolbert, "Speaking and Writing—A Study of Differences," **The Quarterly Journal of Speech Education,** III, No. 3, (1922), 271-285.

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General Objectives

To aid the student attain a level of performance in all of the areas of speech so that adverse attention will not be called to any one skill.

To give the student an appreciation of the over-all communication achievements of man.

To teach the student to understand and appreciate the relationships between effective speaking and listening and success in economic, social, educational, and political activities.

To teach the student the interrelationships between speaking and listening.

To raise the level of skills so that speech should be artistic and aesthetic as well as functional.

Specific Objectives

To teach students:

The responsibilities of the speaker in the oral communicative process.

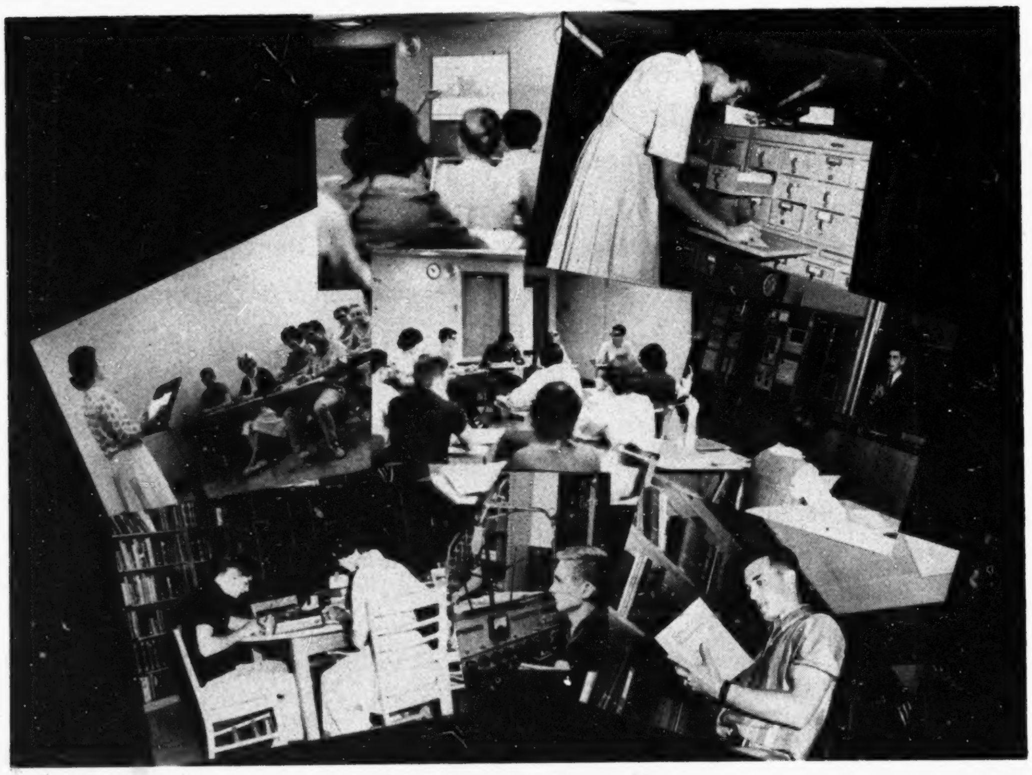
Effective thinking as it relates to preparing messages for listeners.

Effective language usage for oral communication.

Effective voice production for oral communication.

The nature and importance of critical listening and the responsibilities of the listener in the oral communicative process.

The nature and importance of feedback to the speaker.



Suggested Learning Activities

Objective One

To teach students the responsibilities of the speaker in the oral communication process.

Show the students an appropriate film on communication (speaking phase). Follow it with a class discussion on the nature and importance of the speaker as a human transmitter.

Assign readings from appropriate textbooks in speech on the importance of the speaker's attitude.

Assign students readings of biographies or autobiographies of famous orators.

Assign readings from the United States Constitution related to freedom of speech.

Have students:

Give speeches on the topic, "The responsibilities of citizens as speakers in a democracy."

Present book reviews on the reading assignments suggested above.

Discuss the question, "What opportunities are there for teen-agers to be heard?"

Prepare a paper on the topic, "How can I improve my speech skills?"

Make a survey over a twenty-four hour period which seeks to determine the type and extent of speech going on around them.

Discuss the topic, "Do animals communicate?"

Objective Two

To teach students effective thinking as it relates to preparing messages for listeners.

Develop a unit of study on "The Nature of Thinking."
Include:

- Definition of thought
- How generalizations are made
- Dewey's steps in critical thinking
- How to define problems
- Classification of types of human problems

Nature of information

Nature of biases, prejudices, sterotypes

Relationships of symbols to thinking

Invite the school psychologist to lecture on, "The Nature of Decision-making."

Assign Readings from such works as Dewey's, **How We Think** and Hayakawa's **Language in Action.**

Show films on communications and semantics.

Take students to see the operation of an electronic computer and have computer operator explain how the machine "thinks."

Have students:

Build a model for demonstrating the principle of sorting out similar items of information or data.

Read and report on the **processes** used by electronic computers for making decisions.

Read and report on the **types of languages** used for electronic computers.

Discuss the question, "Does a different language have an effect upon the way a person thinks?"

Discuss differences between logical and emotional thinking.

Listen to a series of messages and criticize them for their logic or lack of logic.

Listen to the teacher read a series of short paragraphs which are representative of different types of fallacies of thinking and criticize them.

Discuss the meaning of truth, truth-value, accuracy, right, good thinking, and reasoning intuition.

Objective Three

To teach students effective language usage for oral communication.

Demonstrate to the students that speech requires the use of three language or symbol systems, i.e., verbal, gestural, and dress.

Stress that the three languages must be integrated and related to the message, the purpose, the place, the audience, and the occasion.

Develop the theme that effective language is understood, unobtrusive, clear, descriptive, and precise.

Present a unit in verbal language usage.

Include:

The importance of a good vocabulary

The meaning and function of nouns, verbs, adjectives and adverbs

The differences between the language of oral speech and the language of writing

The differences in oral languages of speeches to inform, persuade, and entertain

The importance of the audience related to language

The use of rhetorical devices, i.e., similes, analogies, metaphors, rhetorical questions, etc.

Present a unit in gestural language usage.
Include:

The universality of gestural language

The purpose of gestures

The types of gestures

The importance of spontaniety of gestures

Present a unit in the language of dress and appearance.
Include:

Description of relationships of dress to social position, authority, and prestige

Demonstrations by pictures and films of the importance of dress to getting the proper message across to the audience

Have students:

Read different types of literature, i.e., short-stories, novels, poems, technical reports, editorials, lectures, etc., and have them analyze the differences in types of language used.

Listen to ministers, politicians, teachers, salesmen, radio and TV announcers, circus barkers, etc., and analyze the nature of the verbal and gestural languages and the symbolic role of dress.

Prepare speeches for different purposes in which the verbal languages are specifically developed for different purposes.

View movies and television performances and report on the significance of the gestures and the costumes worn.

Keep records of their growing vocabulary.

Perform pantomimes, charades, creative dramatics, and impersonations in order to develop effective gestural languages.

Present speeches to inform and persuade in which they stress the use of appropriate types of verbal and gestural languages.

Use the school's radio or public address facilities and deliver speeches over them which are built to create word images.

Develop a tape recording team and record on-the-spot school and community events.

Present speeches with their hands tied behind their backs to demonstrate importance of gestures to meaning.

Read famous tall tales and relate them to the class stressing the bodily action compatible with the story.

Objective Four

To teach students effective voice production for oral communication.

Begin with making an analysis of the vocal effectiveness of each student.

Any good general speech textbook will have procedures for such an analysis.

Record each student's voice to keep as a permanent record. At the end of the course record the voice again and let the students observe changes.

Develop a unit in voice and articulation.

Include:

Discussions on the importance of a pleasant voice

Definitions of articulation, pitch, rate, pronunciation, resonance, enunciation, diction, loudness, and quality

Work on the nature of the operation of the larynx, articulators, resonators, and breathing apparatus

Practice in proper breathing, articulation, pronunciation, rate of speaking, and proper pitch and pitch placement

Present tape and disc recordings of capable speakers and readers to the class. Follow each with critical analyses and discussions

Determine the optimum pitch of each student. Have the student sing down to his lowest tone. Letting this tone be **do** of the musical scale; have student sing up the scale to his highest pitch including a falsetto. Have him repeat this several times to be sure he is covering his maximum range. Count the notes as he goes. His natural pitch level will be approximately twenty-five per cent of the total range above the lowest tone he was able to sing.

Most students breathe normally and effectively, except when under emotional stress. Students with apparently abnormal breathing should be referred to a speech correctionist. Lecture on and discuss the nature of breathing.

Have students:

Present speeches using different types of voice, i.e., nasal, loud, soft, etc.

Listen to tapes and recordings of different types of voices and describe and characterize good and poor vocal qualities.

Record their own speech performances and analyze what they hear.

Make lists of articulation errors they make and have them correct these and practice the corrected form using a tape recorder.

Make a model of a larynx and demonstrate how it works.

Read short passages with different inflections and pitch patterns.

Go outside and speak to their classmates at far distances in order to learn projection.

Memorize short selections and give them with vigor.

Imitate certain stage, radio, or TV performers in order to understand the importance of vocal qualities to success.

Form small teams and put on impromptu sketches with emphasis on characters portrayed via voice qualities.

Time the speaking rate of certain radio and TV announcers and report their results.

Read different literary passages using different rates; have classmates determine which rate was most effective.

Borrow an oscilloscope from the science department and give a demonstration of voice patterns of students.

Learn to use the pronunciation key found in their school or classroom dictionary.

Objective Five

To teach students the nature and importance of critical listening and the responsibilities of the listener in the oral communication process.

The significance of the role of the listener in the speech process has been given attention only recently. The teacher will want to read in the professional literature on the nature of listening. Listening tests and units in listening will be found in the book **Listening and Speaking** by Ralph Nichols and T. R. Lewis.

Build a teaching unit on listening.

Include:

Explanation of the effect of the listener on the speaker

Demonstration that people tend to hear what they want to hear

Films on listening

Definition of feedback

The importance of eye-contact and the need for the speaker to listen to the listener

Have students:

Prepare short objective type quizzes which they give immediately after they finish a speaking assignment. The student giving the test will correct and score the test to see how much was learned by the listener.

Raise their hands when a speaker cannot easily be heard.

Discuss the content and the delivery of speeches to determine how well they listened.

Listen to records, tapes, and speakers over the radio, and take immediate tests to check recall abilities, comprehension, and rates of listening improvement.

Take standardized tests of listening.

React to evaluation by the speaker of their listening behavior as an audience.

Evaluate at grading time their listening behavior.

Objective Six

To teach students the nature and importance of feedback to the speaker.

Listening, for the audience, is important for comprehension and understanding. For the speaker, the reactions of the audience are equally important. As the listener reacts he will consciously and unconsciously express his response to the speaker by sounds, actions, and shifts in posture. These listener responses which contain information of importance to the speaker are called feedback responses.

The teacher will make sure the class in basic speech skills understands this process.

Have students:

Feedback to the speaker some pre-arranged responses, such as "We agree," "We don't understand," "We can't hear you," etc.

Watch the audience for such feedback signals and after the speaking performance have them report the number and type of such signals received.

Practice reacting to such signals by adapting their speech to the signals. Interrupt the speaker in a special "interruption speech."

Observe speakers in assemblies, on TV, in church, etc., and have them make reports on the types of feedback the speaker got and utilized during the speech.

Report on feedback mechanisms other than those in human speech situations.

Suggestions to the Teacher for a Basic Skills Course

The suggestions that appear in Chapter VI are applicable to a course in fundamentals of speech. Such a course can be developed strictly oriented around the factors of speech with drill, based on definitions, as the primary teaching method. As suggested in Chapter III, however, such skills are often more effectively developed when presented in a course integrated with public speaking.

The teacher should have clear definitions of the elements or factors of the oral communication process. These elements should be separated sufficiently to provide curriculum development into well defined and developed units of work.

The fundamentals course will require time for individual student analysis of the student's speech skills, record keeping, individual practice, and individual motivation. Changing basic habits of voice, bodily action, listening, and language is not easy and the teacher should be wary about becoming discouraged. Such a reaction will diminish the value of the course to the students.

Inasmuch as drill forms a large part of such a course, the teacher will want to emphasize, immediately, positive reinforcement of new patterns of behavior.

Suggested Classroom Equipment and Materials

Tape recorders

Charts, models, and pictures of the speech mechanism, including the chest, lungs, larynx, mouth, and ear

A set of tuning forks, pitch pipes, and apparatus to demonstrate breathing, preferably a Herring's apparatus

A video-tape recorder, or a closed circuit TV camera

An 8 mm sound movie camera

Full length practice mirror

Full set of practice exercises for articulation, breathing, pitch, and speaking rate

Dictionaries for each student

An overhead slide, and filmstrip projector

CHAPTER VI

PUBLIC SPEAKING

Other than conversation, the act of speaking in public situations is the most typical form of human oral communication. As such, instruction in public speaking skills will form the bulk of a well-rounded speech curriculum.

Definition

In order to facilitate designing the speech curriculum, the following definition of public speaking will be of use.

Public speaking is the process whereby a specific person speaks to a specific audience at a specific time, place, and occasion for a specific purpose.

The definition may appear over-burdened with the term **specific;** however, it is precisely this concept that will form the theme of effective instruction in public speaking. By keeping this definition in mind, the teacher will avoid the common error of intruding units of group discussion, debate, oral interpretation, and drama.

Public speaking units or courses will place the emphasis upon the individual's thoughts and feelings and seek to develop his personal abilities in organizing and presenting his own personal messages to others.

General Objective

Public speaking instruction has one general objective. **It is to produce an individual who will be ready, willing, and able to enter the give and take struggle of adult life.** It seeks to prepare a student to formulate ideas; to present and receive information orally; to persuade and move his fellow man; to recognize the differences between the ethical and unethical and between the logical and illogical persuasion of others; and to provide, through speech, for the pleasure and entertainment of others.

In curricular terms, a public speaking course will have two objectives. First, a public speaking course may attempt to teach the so-called **basic skills of communication.** If this is to be the case, then the content referred to in Chapter V will have to be included in some degree. Second, a good public speaking course will seek to reinforce **the basic skills** which have taught in a beginning, basic, or fundamentals speech course.

A final observation on general objectives will be that the public speaking course provides the education in **speech competencies** upon which the good speech activities program will depend.

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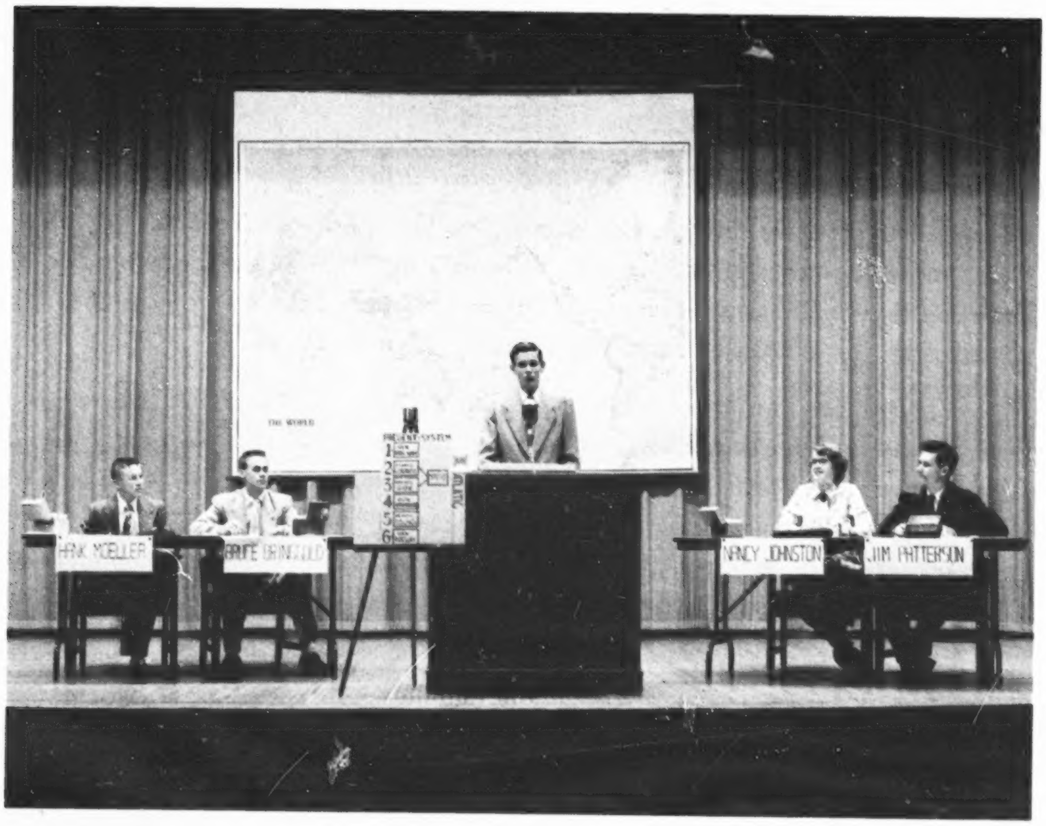
Specific Objectives

To teach students:

- The general purposes and forms of public speaking.
- That they have a responsibility to exercise their guaranteed freedom to speak in public on public matters.
- That they must be responsible for what they say in public situations.
- How to deal with their emotions so as to improve their speaking in public.
- How to select a specific speech topic.
- How to develop a specific speech topic.
- How to organize ideas.
- How to organize speeches.
- How to identify and use the main forms of support.
- How to use appropriate language and gestural styles.
- How to utilize audio-visual aids for the public speaker.
- How to analyze and control the physical factors affecting the speech situation.
- How to adapt their speeches by utilizing audience feedback.
- The skills of critical listening in order that they may enjoy and appreciate effective public speaking, and will not be misled by demagogues and hucksters.



Suggested Learning Activities

Objective One

To teach students the general purposes and forms of public speaking, i.e., to inform, to persuade, to convince, and to entertain.

Have students:

Analyze the varying **purposes** of the content of the local newspaper.

Analyze the different **purposes** of the programs listed in the radio-television section of a newspaper.

Conduct a class discussion on, "The Reasons Why People Speak."

Bring various samples of printed speeches, from **Vital Speeches,** newspapers, and speech anthologies, and analyze them in a class to determine their general purpose.

Objective Two

To teach students that they have a responsibility to exercise their constitutional guarantee of freedom to speak in public on public matters.

Invite a lawyer or social studies teacher to lecture on the first amendment.

Present an appropriate film on the theme, "Freedom of Self-expression."

Have students:

Present a panel discussion on the topic, "Freedom to Speak."

Read suitable speeches, essays, and books on the struggle of man to secure freedom of self-expression.

Present a personal experience speech on, "How Free I Feel to Speak in Public."

Prepare speeches to be given in the school community on real and immediate teen-age problems.

Objective Three

To teach students that they must be personally responsible for what they say in public situations.

Invite qualified experts to discuss laws of libel, slander, and verbal contracts.

Utilize on-going school, community, state, and national elections and electioneering as a resource for listening and analysis of speaker responsibility.

Have students:

Conduct a class discussion on, "What Should be the Ethics of a Public Speaker?"

Present a round of speeches reporting instances of responsible and irresponsible public statements.

Hold a class discussion on, "The Differences Between Degrees of Responsibility for Utterances of Advertisers, Politicians, Government, and Religious Leaders."

Objective Four

To teach students how to deal with their normal emotional responses so as to increase their willingness and their ability to speak in public.

Invite a qualified person to discuss "What is the Purpose of Emotional Behavior?" i.e., a coach, doctor, biology teacher, or school counsellor. Discuss with the class "Your Fear in Public-Speaking Situations."

Compliment all student performances first before pointing out areas for change.

Have students:

Begin with speech topics they **fully** understand.

Begin the course with some group activity so as to reduce the threat to the individual.

Present speeches in which they report an example of their having been afraid.

Discuss the question, "Do All Normal People have Fear?"

Discuss the question, "Are Brave People Without Fear?"

Objective Five

To teach students how to select suitable topics for a public-speaking situation.

Have Students:

Prepare an inventory of personal interests, experiences, hobbies, group affiliations, likes and dislikes.

Prepare a checklist for each speech which answers these questions.

What is the general purpose of the speech?

What is the time length?

What do I know about the audience and its relationship to my proposed topic?

What items on my personal inventory might satisfy the assignment?

Is there something I want to say but I am afraid to say it? (If yes, then have an interview with your teacher.)

Objective Six

To teach students how to develop a specific speech topic.

Have students:

Research their topics by discovering their own background information and experience, using library facilities, making surveys, holding interviews, etc.

Make a written analysis of the audience to be addressed.

Prepare a short paragraph or two setting forth the intent of the speech being prepared.

Objective Seven

To teach students how to organize ideas.

Have students:

Take 5-10 assorted books and tell them to organize the books in all possible logical orders or sets. Then have certain students tell the class what their methods of organization were.

Discuss the following questions:

> What is the order used in organizing a library? a military force? a museum? a school? a history book? a geography book? a mathematics book? a factory? a department store? and a supermarket?

Bring to school examples of writing which are organized by different methods.

Prepare in class, vocabulary sets which reflect man's different methods of organizing data, i.e.

Chronology	**Space**	**Cause-Effect**	**Topic**
second	up	because	living
minute	down	therefore	non-living
hour	in	consequently	economic
day	out	thus	social
etc.	etc.	etc.	etc.

Invite a mathematics teacher to discuss the idea of **sets** as a framework of thinking for organizing data.

Discuss the questions, "What is an Idea?" "What is the Relationship Between a Word and the Thing it Represents?" "What Can We Learn about **Organizing Ideas** from Examining the **Organizing of Things?"**

Prepare four different paragraphs organized in four different ways on the same subject, i.e., "My Day at School," "My Hobby," " My Clothes-Closet," "A Trip I Took."

Read paragraphs pupils have prepared and have them criticized by the class for consistency of order.

Objective Eight

To teach students how to organize speeches.

The major instructional problem is to teach students to analyze the total speech situation. Prepare and give each student an outline of the organizational procedure you prefer for a given type of speech. How one organizes an oral message will be influenced by knowing answers to these questions:

- **What** do I want to say?
- **Why** do I want to say it?
- **Who** are the listeners?
    - Their age?
    - Their sex?
    - Their interests, affiliations, and biases?
    - Their number?
    - Their degree of knowledge and motivation?
- **Where** are the listeners?
- **What** is my time limit?
- **What** is the occasion?
- **Will** speakers precede and/or follow me?

Have students:

Make careful analyses of speeches that have been given.

Have students outline their speeches.

Objective Nine

To teach students to identify and use the main forms of support.

Have students:

Study several kinds of supporting materials (statistics, illustrations, definitions, etc.) and discuss their use in all forms of speaking.

Bring to class speeches containing samples of each kind of supporting material studied. Discuss these in an effort to discover their importance to the speech.

Develop a one-point speech using specifically assigned types of support.

Repeat the speech using other types of support.

Listen carefully to speeches of classmates. Pick out the supporting materials used and discuss their validity.

Objective Ten

To teach students to use appropriate language and gestural styles.

Show some old silent movies to demonstrate changes in styles of bodily action.

Have students:

Read from old books on elocution.

Discuss the differences between the language and bodily action styles of radio and television announcers, politicians, ministers, teachers, circus barkers, telephone operators, movie and stage actors, auctioneers, nurses at work, and criminal trial lawyers.

Analyze speeches of literary and historical value to detect the characteristics of their language styles.

Compare speeches of information, persuasion, and entertainment for their verbal differences in style.

Compare editorials in newspapers with written reports or written texts of speeches.

Objective Eleven

To teach students how to utilize audio-visual aids for the public speaker.

Modern technology makes public speaking increasingly efficient. All good public-speaking units will include instruction in:

Use of microphones, amplifiers, chalk boards, flannel boards, projectors, and pointers.

Development of charts, slides, transparancies, visualized statistics.

Location of source materials which support the speaker's purpose, i.e., utilization of audio-visual departments, instructional materials centers, and libraries.

Have Students:

Prepare speeches which carefully and deliberately employ audio-visual devices.

View television programs and analyze the role of the speaker's aids used.

Analyze the audio-visual techniques of movie and drama producers used to secure their artistic goals.

Objective Twelve

To teach students to analyze and control the physical factors affecting the speech situation.

Discuss the concept of **noise.** See Item 8 of "Characteristics of Speech" in Chapter I.

Create a series of situations in which **noise** factors are deliberately introduced. These may be such activities as:

Seating members of audience so the speaker can't see them.

Cluttering up the speakers platform with chairs and tables.

Have students:

Interrupt the speaker by moving about.

Deliberately carry on conversations while speaker is speaking.

Objective Thirteen

To teach students the skills of utilizing audience feedback.

Teach students to utilize the messages from the audience by adapting to them.

Have students:

Ask the speaker questions and have the speaker learn to handle them.

Carefully observe nods and smiles and signs of disagreement, interest, disinterest, confusion, and/or puzzlement.

Objective Fourteen

To teach the skills of critical listening in order that pupils may enjoy and appreciate effective public speaking and will not be misled by demagogues and hucksters.

Build units in listening, evidence, logic, and propaganda analysis.

Have students:

Carefully criticize each classroom speech in terms of its logic.

Analyze speeches of politicians, advertising announcers, news analysts, and others to determine types of reasoning, evidence, and logic.

Take a test in critical listening.

Present a round of speeches in which each student prepares and administers a short objective type test on the content of his speech immediately after the speech. Have the student tester give the answers at once. Let him collect and score his own tests and use these as evidence of listening.

Include in the evaluating of student success, evidence of the listening skills of the student.

Have students read the life stories of Hitler, Mussolini, and Huey Long.

Have them discuss the speech procedures used to mold the masses to their wills.

Have students report and discuss such books as **The Hidden Persuaders** by Vance Packard, **The Hucksters** by Frederic Wakeman, **The Prince** by Nicolo Machiavelli.

Suggested Units of Study

Getting Acquainted

The Nature and Purposes of Public Speaking

Handling our Emotions

Speeches to Inform

Speeches to Persuade

Speeches for Special Occasions

Speeches to Entertain

Social Conversation

Critical Listening

Responsibilities of the Public Speaker

Suggested Types of Speaking

Extemporaneous Speaking

A common type of speech situation is one in which a person carefully prepares his message but does not read it from manuscript. This is called **extemporaneous speaking.**

Many class assignments will be of this type. In such cases, notes may or may not be used by the speaker as the teacher sees fit.

Manuscript Speaking

Public speaking occasions often call for a carefully prepared statement. Students will have several class assignments in which speeches will be carefully written and read, preferably with the aid of a public address system, and a teleprompter.

Impromptu Speaking

Often a person must speak on "the spur of the moment." Such speaking is called **impromptu speaking.** Many of the activities of the public-speaking course should be designed so as to give students experience in this form of speaking.

Specific assignments where students bring topics to class on slips of paper for random selection from a hat for impromptu speaking are excellent. Having students read news items and then speak on them at once is beneficial; such speech games as "keep talking" are also useful.

Suggestions to the Teacher of a Beginning Public-Speaking Course.

For teacher readiness —

Expect more of your students than they expect of themselves.

Select and use a modern textbook in public speaking.

Use students' records and autobiographies.

For classroom activity —

Create an atmosphere of friendliness and permissiveness to speak.

Get acquainted early and well.

Have students introduce themselves or each other to the class.

Have students sit in different seats each day of the first week and ask students to introduce and talk with classmates before each class begins.

Have students make notes on data given by students' introductions to be used later in making audience analyses for preparing speeches.

Have students discuss the meaning, role, importance, and value of criticism in the speech class.

Encourage all students to recognize differences, importance, and human value of each class member.

Encourage students to express personal thoughts and feelings without having such expressions evaluated in any way.

Acquaint students with the objectives of the course.

Have community leaders come to class and testify on the importance of speech education.

Have a class committee analyze various speech textbooks to locate objectives of public speaking instruction.

Have students interview citizens to answer the question, "What are the values of studying public speaking?" Have students report the results of their interviews to the class.

Have students cooperate with teacher in working out a mutually satisfactory set of objectives for the course.

Begin with comparatively easy speaking assignments.

Let students remain in their seats for initial discussions.

Use group activity in initial assignments.

Encourage students to select topics which are derived from their own fund of experiences.

Organize the students' speaking assignments carefully.

Determine speaking assignments well in advance.

Prepare schedules of speaking groups and order of appearance and post these in advance.

Do not postpone firm assignments.

Set time limits for the speeches and adhere to them. Always provide time for criticism.

Use time cards and timekeepers.

Involve students early and successfully.

Get all students to speak about something the first day or two.

Invite the more reserved students to help handle classroom routine.

Use students as chairmen of student performances.

Invite student evaluations early and frequently.

Employ criticism for positive reinforcement rather than as a threat system.

Immediate reinforcement of student behavior is desirable. All performances should be evaluated during the class period in which they are given.

Early in the course the criticism will be conducted by the teacher, with student contributions occuring as rapport develops.

The positive will be accented first with negative comments following.

Criticism will always be of the performance, never of the student.

Utilize the school and community resources.

Have public leaders speak to the class both for content and as exemplars.

Have students enter into speech situations in church, club, school and community activities.

Have students participate in the school's speech activity programs.

Utilize local libraries, museums, factories, social institutions and the facilities of the radio, television, and press.

Suggested Classroom Equipment and Materials

Audio and video tape recorders

Full length mirror

Film, filmstrip, slide, and overhead projectors

Visual aid display board

Chalk board

Pointer

Television camera and receiver

Speaker's stand

Stop watch and time cards

Subscription to daily and weekly news sources, and to **Vital Speeches**

A good public speaking anthology

CHAPTER VII

DISCUSSION AND DEBATE

Considerable confusion exists in the minds of many school people about the meaning of the terms **discussion** and **debate.** For this reason this chapter begins with a careful definition of these two activities which are central to the effective operation of a democratic form of social and political way of life.

Definitions[1]

Discussion

> Discussion properly understood, is the co-operative deliberation of problems by persons thinking and conversing together in face-to-face or co-acting groups under the direction of a leader for purposes of understanding and action. It is co-operative; it is reflective; it is thought in process; it is an attempt to apply scientific method to personal and social problems of fact, value, and policy. It is most certainly democratic; indeed, the principal strengths and weaknesses are those of democracy. On the positive side, it brings our best critical thinking to bear on our common problems. It is a great respecter of the individual and his integrity. Authoritarianism, dictatorship, force, orders, and commands have little or no place in discussion.

Debate

> But there are weaknesses and shortcomings in discussion. What if people can't agree? What if no consensus can be reached? If the problem is academic, we agree to disagree and depart with better understanding. If, however, the problem is practical and immediate, we must reach a decision, a basis for action. Not all people are reasonable, and time is often limited. When the limits of discussion have been reached, the only reasonable recourse . . . is debate . . . Debate is a competition between opposing outcomes of thought between positions which are logically incompatible. Legislative debate, by all odds the most important, takes place under some form of parliamentary procedure. Motions are made and debated . . . Forensic debate takes place under special judicial regulations.

In summary, discussion is the cooperative process of arriving at a solution. Debate is the process of beginning with a solution and attempting to secure its adoption by means of persuasion governed by agreed upon rules of procedure.

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[1] Definitions from James H. McBurney, "The Role of Discussion and Debate in a Democratic Society," **The Bulletin of the Secondary School Principals,** Volume 3, Number 187, (May 1952), 22.

General Objectives of Discussion and Debate

To provide the student with an opportunity to learn how to think effectively and listen critically.

To teach him to communicate effectively his thoughts on social, political, and economic problems.

To help him learn to make relative judgments.

To help him find ways to discriminate among values.

Specific Objectives of Discussion

To teach students:

The nature of discussion and its importance in a democracy.

How to select suitable problems for discussion activities.

The steps of orderly and scientific social problem-solving.

Techniques of preparing for discussion.

Concepts and techniques of group leadership in discussion.

Attitudes which are essential to good discussion.

Techniques for participation in discussion.

The types and forms of group organization for discussion.

Suggested Learning Activities

Objective One

To teach students the nature of discussion and its importance in a democracy.

Present to the class the film, **Public Opinion,** distributed by Encyclopaedia Britannica.

Lecture on the widespread use of discussion in business, government, labor, and the professions.

Assign readings from appropriate texts concerning the uses of discussion.

Present students with clear definitions of discussion, debate, and conversation.

Have students:

View television public service shows which are announced as debates, discussions, panels, and forums. Instruct them to analyze the differences in terms of the definitions presented in class.

Read transcripts of discussions and debates and prepare oral or written analyses designed to distinguish between the two forms.

Read materials on inductive and deductive reasoning and discuss the question, "Which method is more like discussion and which is more like debate?"

Listen to conversations which are impromtu and casual and have the students characterize them in terms of their similarities and differences regarding discussion.

Discuss the question, "Is cooperation or competition the more normal mode of human behavior?"

Discuss the question, "Can there be differences of opinion in a good discussion?"

Characterize the differences in the speech habits of citizens of totalitarian states from those of citizens in a democracy.

Discuss the meaning of the Bill of Rights as it relates to freedom of the press, speech, and assembly.

Objective Two

To teach students how to select suitable problems for discussion activities.

Lecture on the topic. "Problems Are Classifiable." Include references to problems of policy, value, and fact. Indicate problems are classifiable as social, political, economic, moral, educational, and ethical. Indicate problems are personal, local, national, and international.

Assign readings from textbooks of discussion.

Invite other teachers to class to speak on the various types of problems they are educated to solve.

Lecture on the differences between discussion as a method for securing group action and as a method for improving individual understanding.

Have students:

Prepare lists of problems which are peculiar to their school, community, and age group. (From these have a master list prepared.)

Take a test which consists of lists of various types of problems and which calls for them to classify the problems.

Interview school and community leaders in order to prepare a list of local problems considered worthy of student discussion.

List all the clubs to which they belong, and have them describe the types of problems which are peculiar to each group. Have them rank in order these problems as ones which they would most like to see solved and which they would least like to see solved.

Develop criteria for selecting a suitable problem.

Objective Three

To teach students the steps of orderly and scientific social problem-solving.

Lecture on the need for orderliness in discussion.

Present students with the John Dewey[1] formula for group problem-solving, i.e,

Have a felt problem
Define and limit the problem
Analyze the problem
Consider all possible solutions
Set up criteria for selecting suitable solutions
Determine the best possible solution.
Put the solution into operation
Make continued evaluation of the solution

Invite a science or mathematics teacher to class to discuss the topic, "What is the Scientific Method?"

Present films on the methods of science.

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[1] John Dewey, **How We Think.** New York: D. C. Heath and Company, 1933.

Have students:

Memorize the Dewey formula for group problem-solving.

Read a case study of a problem solved by a group and have them analyze the process using the Dewey formula.

Role-play a social problem by going through the entire process of problem-solving in an abbreviated fashion.

Prepare persuasive speeches using the steps of group problem-solving as the guide for the organization of the speech.

Take each of the Dewey steps in order and discuss techniques for recognizing when a group has successfully accomplished each step.

Discuss the question, "Why is a definition like a fence?"

Objective Four

To teach students techniques of preparing for a discussion.

Develop a teaching unit on gathering, analyzing, and organizing data. Include:

Information on using the library

Gathering data by interviews

Using own personal experiences

Preparing a set of questions to test utility of information

Taking notes and organizing them in a filing system

Have students:

Prepare a discussion guide which includes a statement of the problem-solving step in which the group is involved, questions for the discussion period, and major items of information considered useful for the discussion.

Evaluate each other's degree of preparation for the discussion.

Agree before the discussion what the general agenda for discussion will be. (This means the chairman will have to prepare a preliminary discussion guide.)

Prepare the physical setting of the discussion so as to insure face-to-face seating, a quiet atmosphere, and order in carrying on the discussion.

Select a chairman and a recording secretary if needed.

Objective Five

To teach students concepts and techniques of group leadership in a discussion.

Develop a teaching unit on leadership—concepts and techniques. Include:

Assignments on the meanings of the term **leadership**

History of different types of human leadership

Films related to leadership and its development

Discussions on the differences between leadership in a democracy and a dictatorship

Have students:

Prepare papers describing the behavior of agreed upon school leaders.

Engage in role-playing with each student having a chance to play roles of effective and ineffective leaders.

Take turns in being group leaders for classroom activities.

Hold "analytic sessions" in which each student is evaluated by his classmates as to his successes and failures as a leader.

Read from textbooks descriptions of the responsibilities of leaders.

Who are to lead a discussion prepare a leadership planning chart which indicates all aspects of the situation which they think need to be structured and how they propose to structure them.

Prepare a vocabulary list which includes the words and phrases which are associated with good leadership and leadership techniques.

Observe moderators on radio and TV and report on their leadership behavior.

Discuss the question, "How do people rise to power positions?"

Discuss the question, "Are there people who are natural born leaders?"

Objective Six

To teach students attitudes which are essential in good discussion.

Invite a scientist to class to discuss the question, "What is the Attitude of Scientific Inquiry?"

Present films on the attitudes of scientific inquiry, followed by class discussion.

Develop a unit in critical listening. (See other sections of this guide for help in units in listening.)

Have students:

Prepare short verbal descriptions of all the favorable and unfavorable attitudes associated with discussion. (These may be taken from most textbooks on discussion or developed by student discussions.)

Take examples of the verbal descriptions and assign individuals various types of attitudes to be role-played in case studies of discussion problems.

Discuss the question, "How can we understand another's point of view?"

Read **How to Talk with People,** by Irving J. Lee.

Critically examine the behavior of all participants in relationship to their attitudes during a given discussion.

Keep a log of comments made about their attitudes and prepare a personal profile of changes in the amount and types of comments made during the discussion class period.

Practice restating other's messages, delaying responses to others's messages, and probing other's messages by well thought out questions.

Undertake certain types of attitudinal roles without the knowledge of their classmates. (Follow this with a discussion on how students handled the instance.)

Objective Seven

To teach students techniques for participating in discussion.

Provide the student opportunities for discussion.

Prepare a teaching unit on discussion techniques.

Include:

- Techniques for arranging physical aspects of discussion room
- Techniques for listening
- Techniques for asking questions
- Techniques for using visual aids
- Techniques for taking notes, analyzing progress, and generalizing group progress
- Techniques for introducing participants and making them feel comfortable

Have students:

Participate in practice discussions using the techniques.

Prepare a notebook in which various types of group discussions are described, noting the specific techniques associated with each type.

Use a tape recorder to make a record of a discussion, using the recording to study their techniques.

Act as evaluators who, following the discussion, evaluate the techniques used.

View discussions in community situations or on TV and give an evaluative report on the techniques employed.

Objective Eight

To teach students the types and forms of group organization for discussion.

Prepare a teaching unit on "Types and Forms of Public Discussion."

Include:

Instructions in panel, forum, symposium, colloquy, roundtable, brainstorming, buzz session, production conference, and interview panel.

Assign textbook readings in each.

Have students:

Participate in each type as time permits.

View local and TV discussions to report the type of organization used.

Take the Dewey formula and determine which of the various types of discussion are most compatible with each of the steps.

Take the three types of discussion problems, fact, policy, and value and have them determine which of the forms is most compatible with each type

Analyze the various forms to determine which are most compatible with various sizes of listening audience, private discussions, various places, i.e., on TV, radio, large auditoriums, and school classrooms.

Prepare large visual charts to be posted in the classroom showing differences in seating arrangements characterizing each form.

To the Teacher of a Discussion Course

Nowhere in the school curriculum is there a course which relies so much upon "learning by doing." Individuals learn how to be effective members of problem-solving groups by actually being members of such groups. Participation is the keyword to an effective discussion class.

The teacher should try to keep all problems discussed within the capabilities of the students. Problems drawn from the immediate environment are excellent for "action" type discussions. Larger national and world problems are better when "understanding" is the end product of the discussion activity.

The teacher will want to think of the possibility of having the class spend an entire semester or year on a single major student-centered problem, such as, "How can we improve our student government?", or "How can we get a Teen Town constructed?" Students who engage in solving a long range problem by employing the attitudes and techniques of democratic group problem-solving will have had an experience unlike any other in their high school career.

The discussion teacher will plan carefully but will not be a dictator. In the discussion a teacher will be objective, analytical, permissive, firm, and authoritative in subject matter but not in teaching manner, and above all he will be observant of opportunities to make discussion real and vital.

The discussion teacher will use every opportunity to have the students relate their classroom experiences to work in their school and community. Radio and TV will be widely used and the library and the interview method of gathering data will be explored and maximized.

Discussion, as a skill, is one of the most difficult of all communicative arts. Discussion should be introduced into the student's speech curriculum following a good beginning speech course in fundamentals or public speaking. If it isn't, then the teacher should remember that much of the individual speaking skill will have to be dealt with at the same time that participation in group activity is being taught.

The discussion teacher will encourage classroom participants to engage in the school's speech festival program, and will help professionally to demand that more extra-school activity be provided for discussants. Each year the nation's high schools participate in a national debate program. This program is designed so that discussion activities can be developed to precede the debate activity of the year. Utilizing the national discussion-debate problem as the content for the discussion course is logical and valuable. Quantities of excellent materials are available for discussion on these topics from the Illinois High School Association, the National University Extension Association, and commercial suppliers.

Specific Objectives of Debate

To teach students:

The meaning and nature of debating in a democracy.

How to determine propositions for debate.

Means of getting materials for developing debate cases.

Means of analyzing the debate proposition.

The meaning and use of evidence and reasoning.

The skills of refutation.

The nature of style and the ethics of persuasive speaking in debate.

Suggested Learning Activities

Objective One

To teach students the meaning and nature of debating in a democracy.

Assign readings from a variety of debate textbooks.

Invite a lawyer to class to discuss the topic, "The Practice of Law is the Practice of Debating."

Present students with a careful definition of debating as differentiated from discussion, conversation, or bull sessions.

Have students:

Prepare a report on the roles of debating in government, advertising, law, and in school clubs and classes.

Discuss the differences between arriving at a solution and selling a solution to a problem.

Read some of the great debates of British and American history, and discuss the importance of the debates and the debaters to the course of history.

Objective Two

To teach students how to determine propositions for debate.

Lecture on the various classifications of problems, i.e., problems of fact, value and policy.

Distinguish between a problem and a proposition.

Give students sets of statements of different types of propositions to analyze until they can distinguish between them.

Stress the characteristics of good debate propositions, i.e.,

They should be debatable

They should contain only one assertion

They should be worded in the affirmative

They should be without ambiguity

They should advocate a shift from the **status quo**

Have students:

Prepare several examples of propositions.

Analyze propositions.

Define the terms of a proposition.

Take sides on a proposition.

Objective Three

To teach the students means of getting materials for developing debate cases.

Develop a teaching unit on "Investigating the Problem."

Include:

- How to use the library
- How to make interviews
- How to use your own experiences and brain

Join the Illinois High School Association and use the materials received from it.

Use the Bibliography of this guide.

Use the United States Office of Publications and Printing.

Take students to the various college and university sponsored debate workshops where experts will be available for giving information.

Invite experts of the community to lecture on various aspects of specific debate propositions.

Have students:

Go to the library and locate assigned items of varying difficulty to test their research abilities.

Interview the librarian to learn about special sources for use by debaters.

Duplicate their findings to share with other members of the debate group.

Familiarize themselves with the following:

- **The Reference Shelf**
- **The Congressional Digest**
- **The National University Extension Association Handbook**
- The debater's editions of **Current History**

Annals of the American Academy of Political and Social Science

Reader's Guide to Periodical Literature

The Statistical Abstract of the United States

Objective Four

To teach students means of analyzing the debate proposition.

Stress the absolute importance of analysis in debating.

Assign readings from debate textbooks on analysis of propositions.

Have students:

Define the terms of the proposition.

Examine the history of the problem.

Analyze the causes, effects, and extent of the problem.

Consider solutions tried elsewhere.

Consider the specific solution inherent in the debate proposition.

Consider the results of putting the solution into effect.

Determine the major and minor issues to be developed.

Prepare briefs of the case for and against the proposition.

Examine briefs which have been used by lawyers or college debaters.

Read the various yearly publications of college debates.

Take specific issues, prepare an analysis and present the analysis to classmates who are instructed to criticize.

Objective Five

To teach students the meaning and use of evidence and reasoning.

Prepare a teaching unit on "Evidence and Reasoning."
Include:

- Definitions of **evidence** and **reasoning**
- Character of evidence and reasoning
- Tests of evidence
- Fallacies of reasoning

Assign readings on these subjects from textbooks in debate.

Show films on the use of evidence and the procedure of reasoning.

Have students:

Prepare and present premises and assertions supported by evidence.

Criticize these performances.

Invite a lawyer to class to discuss the nature of evidence in a court of law.

Read editorials and transcripts of debates to determine the type, amount, reliability, validity, and fallacies appearing in such assigned readings.

Present assertions which have pre-arranged fallacies in them to be analyzed by the class.

Discuss bias, prejudice, stereotypes, propaganda, strawmen, bandwagon, loaded words, **ad hominem, non-sequitur,** hasty generalization, and glittering generalities.

Objective Six

To teach students the skills of refutation.

Assign readings on refutation from debate textbooks.

Play tape recording of a high school debate demonstrating the role of refutation.

Take students to debate workshops.

Have refutation practice.

Have students:

Criticize and evaluate the refutation of fellow members.

Tape record their debates and analyze their refutation techniques.

Select specific issues and present them to classmates who in turn will refute them.

Listen to the live debates on TV and write an analysis of the refutation techniques observed.

Prepare a notebook of refutation techniques.

Objective Seven

To teach students the nature of style and the ethics of persuasive speaking in debating.

Assign readings from debate textbooks.

Play tape recordings of debates for students to analyze.

Require debaters to have previous classroom work in public speaking.

Lecture on the matter of ethics in persuasion.

Have students:

Speak at every possible opportunity with special attention to improving style and observing the ethics in persuasion.

Listen to other good debaters.

Keep records of what they believe to be unethical practices in the debates in which they engage.

Speak before real audiences as much as possible; avoid debates in empty rooms or before single judges, except when necessary at tournaments.

Present debates before local clubs, school assemblies, and for the school's speaker's bureau activity.

Prepare a debater's code of ethics and good practice which they post in their debater's file box. The following is suggested:

Never attack the personality of your opponent.

Never offer emotional appeals as substitutes for evidence.

Never falsify, create, or distort evidence.

Never read a speech prepared by another.

Never knowingly misquote or misinterpret a quotation.

Never use a quotation as your own.

Never as an affirmative conceal the definitions from your opponents.

Never as a negative conceal that you propose a counter plan.

Never openly disagree with a debate judge or with the decision of an audience.

Never use more than your allotted time.

Never refuse to appear for the debate as scheduled.

Never knowingly or willfully break any rules of a given tournament.

To the Teacher or Director of Debate

There is no speech activity so effective as debate, particularly when preceded by discussion, to teach critical thinking, impromptu speaking, effective listening, and an acquaintance with the great living issues of our times.

Debate teaching is difficult but rewarding.

Debate education is often considered as suitable only for the better students. There is much truth in this assertion; however, if debate is taught in a regular class, all students should have the opportunity to be instructed in it.

Good debate instruction requires the utilization of an entire school and community. Cooperation should be the key of the debate teacher's personality. The teacher also should be able to think clearly and to teach clear thinking.

Debating requires and depends upon competition. The debate teacher will want to engage other schools in such competition. Contest debating, however, should not become an end in itself where collecting of trophies becomes more important than the educational objectives of the activity.

Intramural debating, in larger schools, is often as rewarding as inter-school debate contests. The presence of audiences is fundamental to the best type of speech education.

The teacher of debate will want to begin the debate season by preceding debating with discussion. For beginning debate teachers the use of a discussion-debate textbook is a necessity. Debaters should have written materials to provide the guidance in achieving all of the objectives set forth in this guide.

The debate teacher should be aware that students often quit debate just before their first competition. This is a normal fear avoidance, and knowing it, the teacher will be able to prevent many students from missing one of the finest experiences of their lives.

Materials and Equipment

A regular place for meeting

A good library

Speaker's stands (preferably portable)

Tape recorders

Note card files

A budget for expendable instructional materials

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CHAPTER VIII

ORAL INTERPRETATION

The art of oral interpretation is a vital part of the development of a well-rounded speech student. Instruction in the skills of oral reading will therefore be a part of a full program of speech education.

Definition

Oral interpretation is the communication of the thoughts and feelings of an author to an audience without distortion. Another way of saying this is:

> **Good literature** is an **interpretation** of life.
>
> Oral reading is the **interpretation** of **good literature.**
>
> Therefore, good **oral interpretation** is the **interpretation** of **life through** the reading of **good literature.**[1]

Oral interpretation is part of what might well be called a reading continuum which has oral reading at one end and acting at the other. In **oral reading** we are interested primarily in transmitting meaning. Reports, the minutes of the last meeting, news broadcasts, etc., are read. **Oral interpretation** involves the sharing of both meaning and feeling with listeners. The voice and body are so used that the listener is aware of both the denotative and connotative values of the literature being read. As an interpreter, the reader does not lose his own identity, although he may suggest character, age, sex, etc., with appropriate covert action and vocal variation. In **impersonation,** the reader **pretends** to be someone else. His voice and actions explicitly suggest the character he is portraying, but he does not use costume, lights, or properties to complete the allusion, and he must have the full cooperation of his listeners in his pretense. The person who is **acting** completely loses his identity. If we see him on stage as himself rather than as the character he is portraying, we say he is a bad actor.

Placing these arts on a continuum makes it obvious that there is no specific point at which one ends and another begins; they blend into each other as the situation demands. Some interpretation will be very close to reading; other interpretation will have it in a high degree of impersonation, and in chamber theater, elements of acting are present. The ability of the reader, his choice of material, and even the occasion for the reading will all help determine just where on the continuum he wishes to be.

---

[1] From the unpublished papers by Paul Hunsinger of Occidental College.

General Objectives of Oral Interpretation

To increase the student's appreciation of literature.

To improve all types of reading in the above continuum.

To broaden the student's speech experiences.

To provide the student with worthwhile vicarious experiences to supplement his own life-experiences.

Specific Objectives

To teach students:

To understand literature through analysis and evaluation.

To think creatively and to strengthen their imaginations.

Different forms of oral reading presentation.

Adequate vocal and bodily techniques for interpreting literature orally.

To read orally in such a way that they develop self-confidence and poise.

To improve their ability to listen.

Suggested Learning Activities

Objective One

To teach the students to understand literature through analysis and evaluation.

Develop with the students a method of analyzing literature which will insure their complete understanding of the material they are to read by exploring both its intrinsic and extrinsic aspects.

Begin with a study of literary works which will appeal to the students.

Assign a selection that has a weird or mysterious atmosphere; perhaps a legend, ghost story, or cutting from a short story. Discuss techniques for creating atmosphere.

Assign an original descriptive passage, humorous anecdote or essay, or short poem to interpret.

Talk about humor and humorists. The teacher may read short samples.

Assign cuttings from Thurber, Leacock, Benchley, Parker, Clarence Day, Betty McDonald, Cornelia Otis Skinner and others.

Give attention to the subject matter of humor, original figures, apt choice of words, exaggeration, understatement, contrast, surprise twists, etc.

Consider the interpretative techniques for transplanting humor to the audience—contrast in use of voice, good timing, fast crisp style, subtlety, serious "tongue in cheek" technique for satire.

Invite an English teacher who is specialized in literature to come to class and speak on "Evaluation of Literature."

Discuss techniques for reading to small children. Have them read a poem or story from children's literature.

Stress use of imagination and voice techniques for translating these to audience.

Elevate the study of literary works through attention to the ideas and writing styles of great authors.

Have students:

Present one round of reading in which everyone who performs on a given day reads from the same author. Present these readings in the form of a panel-recital with readers discussing the life of the author, quoting from critical evaluations, and reading from his representative works.

Choose a poem from a modern anthology, paraphrase it and prepare an analysis of the author's style, i.e., his choice of words, use of figures of speech, rhythm, structural balance, and use of climax.

Write a précis of the selection they are going to read prior to the cutting of the selection.

Complete a work sheet similar to the one which follows:

PREPARATION SHEET FOR ORAL INTERPRETATION

Turn in this assignment sheet before you read. The instructor will have a conference with you regarding your reading if necessary.

1. What are you going to read?
    a. Author
    b. Title
    c. Portion you are going to read. (describe)
2. Personal reasons for selecting this material.
3. What is the author's intention in the larger literary unit?
4. How does this author go about accomplishing his purpose or intentions in this piece of literature?
5. What do you know about the author?
6. From your own personal experience, what do you know about the subject matter of this literature?
7. What are the technical problems of this particular selection?
8. What suggestions were given to you last time to help you improve your oral interpretation?
9. What have you been doing to improve?
10. How long will your reading take?
11. What are you going to say in your introduction?

Present panels, classroom discussions, or individual reports on these elements of good literature for oral interpretation:

Substance

Universality

Vividness of language

Insight into life

Aesthetic pleasure

Stimulation of the reader and listener

Personal individuality of the author

Make tape recordings of some of the poems studied in the English classes. Put these tapes on file in the library for use by English teachers in their poetry units.

Read a passage from classical literature.

Write an analysis of a reader heard on TV.

Objective Two

To teach students to think creatively and to strengthen their imaginations.

Utilize various forms of creative activity in the classroom.
Discuss with the students the nature of creativity and imagination.
Present the Encyclopaedia Britannica film series on the humanities.
Invite teachers of fine arts to discuss creativity and imagination in the arts.

Have students:

Extend a character, situation, or theme from a literary work through role-playing.

Divide into groups and devise impromptu playlets.

Present pantomime impressions of character, situations, and action suggested in literature.

Initiate and develop a story line by passing the storytelling from one student to another.

Interpret selections in such a way as to communicate a mood or meaning different from that which is ordinarily associated with that piece of literature.

Take common items and devise similes and metaphors to describe these items.

Characterize people they know by use of similes and metaphors.

Write and read parodies on well-known literature.

Study individual authors and groups of writers to discuss and read together in panels. (Example: Russian—Tolstoy, Chekhov, Gogel)

Listen to recordings of professionals reading from the works of good writers.

Give readings or recitals of selected material from great writers.

Produce a taped radio show using a certain theme, writer, group of writers, country, etc.

Objective Three

To teach students techniques for presenting oral readings.

Discuss different program forms for different types of literature and audiences.

Take students to nearby colleges and universities to view different types of programs.

Invite oral reading groups to perform.

Play recordings demonstrating different types of oral reading programs.

Have students:

Adapt narrative prose or poetic literature for presentation in dramatic form.

Give group presentations of dramatic literature.

Present an interpretative program which analyzes an author, theme, style, period, etc. (This can be done as a solo or group activity.)

Present a program of choral reading.

Prepare a program combining music and poetry.

Prepare a program combining oral reading of literature with interpretative dance.

Form a play-reading group.

Objective Four

To teach students adequate vocal and bodily techniques for interpreting literature orally.

Use the tape recorder frequently to give students the opportunity to hear themselves. Point out vocal expression problems, such as shades of meaning, emphasis and subordination, etc.

Use pantomimes, exercises, and "games".

Use choric reading to gain the most from voice types. (Group reading often helps students try vocal and bodily techniques that they won't do by themselves.)

Have students:

Choose a poem or a descriptive paragraph from a story, essay, or favorite book for presentation in which emphasis will be placed upon:

Voice improvement

Bodily action in reading

Need for practice so that one can communicate whole ideas to the audience

Thinking and talking thoughts from the printed page

Creation of vivid sense images

Techniques of phrasing

Present pantomimes based on a story line or situation.

Identify the characters and story.

Objective Five

To teach oral interpretation in such a way as to develop self-confidence and poise.

Provide adequate opportunity for performance.

Supervise the selection of material for each performance in order to assure that the student will have a satisfactory reading experience.

Stress adequate preparation as a means of insuring successful performance.

Follow each performance with critical analyses giving attention first to positive comments.

Have students:

Participate in student assemblies, speech contests, and for various clubs and organizations in the school and community.

Engage in criticism of fellow students.

Keep a log of progress in those reading factors which have been problematical.

Objective Six

To teach oral interpretation in such a way as to improve ability to listen:

Make use of some of the many good speech recordings available.

Give frequent listening tests on readings which the students hear in class.

Have students:

Listen for enjoyment to discover how a superior reader uses various vocal techniques, or to compare the effectiveness of persons who are trained readers with those who are not.

Evaluate each other, or have them take turns being "critical observers" who make oral criticisms and suggestions.

Suggested Units of Study

The Purpose and Uses of Oral Interpretation

Oral Interpretation as a Method of Preparation for Acting

My Favorite Literature

Reading of Narrative Prose

Reading of Dramatic Prose

Reading of Plays

Reading of Poetry

Preparation of a Recital Program

Group Reading (Chamber Theater, Choral Reading, etc.)

Suggestions to the Teacher of an Oral Interpretation Course

The suggestions that have been made to the teacher in Chapter VI are applicable to a unit in oral interpretation. Other specific suggestions that apply to oral interpretation are:

Be especially permissive in the choice of literature for oral reading; the teacher should not impose his own likes and dislikes upon the student.

Acquaint the students with the reasons for good oral reading in a modern society. The objectives of the unit should be treated carefully and thoroughly.

Have many anthologies, oral interpretation textbooks, magazines, collections of speeches, and other manuscripts of reading on hand **in the classroom.**

Make arrangements for maximum use of the school library for books, magazines, movies, and recordings.

Suggested Classroom Equipment and Materials

Tape recorders

A record player of good fidelity and a library of good recordings of literature

A collection of oral reading materials

A speaker's stand

Film, filmstrip, slide, and overhead projectors

Adequate space for movement of readers and furniture

Appropriate classroom location so that other classes will not be disturbed

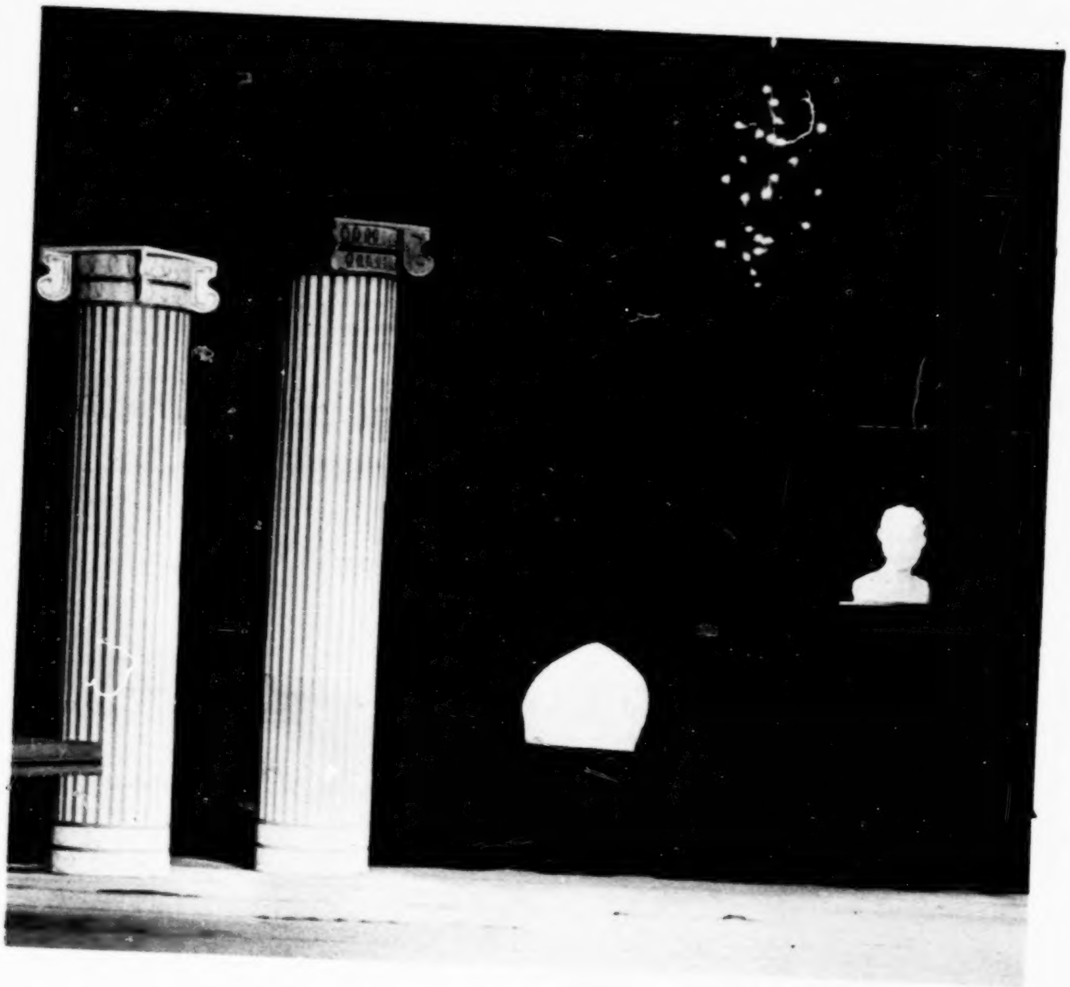
CHAPTER IX

EDUCATIONAL DRAMA

The general public has become quite drama conscious via radio, television, professional and community theaters, motion pictures, and night clubs. An important medium for dissemination of dramatic activity which is often overlooked is the stage of the university, college, high school, or elementary school. Here we find acting, directing, and production technique taught in the classroom and in the activities program.

Definition

Drama includes that area of interpretation called acting. Acting necessitates an individual playing a role other than himself in some type of dramatic vehicle with appropriate costume, makeup, and setting for the primary purpose of presentation before an audience. Educational drama, as opposed to professional drama, is not necessarily determined by "box office" but by the many important and desirable benefits that acting can bring to the student participant.



General Objectives

Educational drama should be produced in keeping with high standards of performance and professional competency. Yet the usual drama course or activity also seeks to:

Provide the school and community with a constructive form of recreation.

Provide experiences in curricular and co-curricular activities for the attainment of the general educational goals.

Contribute to the development of the basic skills of oral communication.

Teach cooperative attitudes.

Develop creativity.

Provide for the opportunity of unifying and integrating various departments of the school.

Teach standards and skills of evaluating the varied areas of the modern entertainment field.

Develop broader cultural and aesthetic background.

Develop a better understanding of one's fellow man and appreciation for human dignity.

Specific Objectives

To teach students:

The skill and technique of devoloping and projecting a character.

The technical skills of backstage production which are an integral part of play presentation.

The techniques of directing which combine the skills of acting and technical production.

The values of good business practices that are a part of running a successful box-office.

The importance of theatrical history and the cultural and aesthetic values of dramatic literature.

The skills of literary and artistic criticism.

The elements related to gaining an appreciation of drama.

Objective One

To teach students the skill and technique of developing and projecting a character.

Let dramatic activities grow out of the students' imaginations and experiences by approaching the teaching of drama to beginning students with creative dramatics.

Relegate the use of scripts in a semester's course to the last few weeks of the teaching unit.

Get the students emotionally identified with characters, and naturalness of expression and appropriate projection of meaning will usually follow.

Relax student by showing how shyness or self-consciousness can be minimized by concentrating less on self and more on those around him.

Invite professional actors or leaders in community drama to speak or demonstrate.

Show films such as that of Marcel Marceau.

Have students:

Organize, rehearse, and present group pantomimes with no more than three or four in a group, followed by presentation of individual pantomimes.

Compose a list of good characteristics of pantomime, or whatever activity is being worked on, and use these as criteria for evaluating performances.

Pantomime inanimate objects, i.e., nail being driven into a board to stimulate imagination, effective bodily action, and facial expression.

Practice numerous acting exercises or action situations that require large, vigorous, and abandoned action for the purpose of eliminating tiny, cramped movements and for releasing physical and emotional inhibitions.

Improvise situations with actions and words.

Compose original monologues for presentation—extemporized or written.

Write and present original skits or short one-acts. (Writing may be done individually or in groups.)

Visit a public place, diagnose orally or in writing a person observed, and then pantomime or improvise a situation revealing actions, speech, and emotions of that character.

Pantomime a character in a situation similar to, but different from the locale of the play in which they are acting and have the class, unfamiliar with the role, describe the character.

In the same manner, extemporize a situation outside the play that is to be acted, once again using the same characters, but in a story and setting different from the play, thereby forcing an appraisal in depth of theme, plot, and character.

Objective Two

To teach students the technical skills of backstage production which are an integral part of play presentation.

Build a classroom library of a number of good technical books of varying degrees of difficulty in scenery, lighting, costuming, makeup, etc.

Install at least minimal equipment in the drama classroom, including movable screens or drapes, a cut-down unit set, low platforms and step units, baby spot-lights, and standard furniture pieces. If this is not possible, it is suggested the drama class meet in the auditorium where maximum use can be made of stage equipment.

Rent or buy some of the many fine film strips on backstage scenery and equipment.

Have students:

Build "simplified" or "skeleton" scenery for the drama classroom following research of various texts for best suggestions.

Design perspectives or model sets of plays read or produced.

Participate in designing, building, and painting sets for school productions as a part of class work.

Investigate and report, as individuals or groups, the various styles of scenery and types of staging, using drawings or models to illustrate the research.

Find pictures in magazines that might illustrate plays read, styles of design, and types of scenery.

Collect pictures of plays to study the different styles of scenery and production.

Visit educational and professional theaters with well-equipped stages.

Bring various colors of materials and grease paints to place under a spotlight with a variety of colored media to demonstrate the effect of light on color.

Compose swatch books of possible costume materials, investigating cost and usability.

Make charts or scrapbooks of pictures and drawings of period costumes from the Greek era to the present.

Demonstrate types of makeup on each other.

Make a complete prompt book of a play or plays presented in class.

Tape or cut records of sound effects most often used in production.

Objective Three

To teach the students the techniques of directing which combine the skills of acting and technical production.

Supplement the study of acting with instruction in techniques of directing and producing a show.

Assume the role of critic who moves from cast to cast to aid each with problems as they arise.

Ask some professional or community theater directors to address the class.

Rent some of the excellent films that show directing and production techniques.

Divide the class into groups for the production of scenes or one-acts with students as directors.

Have students:

Present to the class a discussion of the thesis of the play being worked on, the characters employed to project the thesis, and the attendant mood and style necessary for the proper atmosphere for the purpose of emphasizing complete understanding and familiarity with the script.

Help cast their own plays for classroom production.

Prepare a well-planned director's script with drawings of the stage set before any rehearsal is held.

Disregard script's suggestions for scenery, props, business, and movement and use their own originality and creativity in producing the play.

Hold a number of initial rehearsals to read and discuss the play, particularly emphasizing author, thesis, motivation, and inter-relationship of characters.

Allot a number of rehearsals to movement, pantomime, improvisation, calisthenics, voice exercises, projection, etc., before even touching the script. Such activity is especially valuable with beginners or before beginning a period of stylized production.

Prepare a complete schedule of rehearsals listing dates, scenes, and desired accomplishments before the rehearsal period begins to enable the director and cast to measure progress.

Set definite dates for memorization of lines and then strictly adhere to them, thereby stressing that excellence of character building and tempo cannot be achieved until books are discarded.

Write or present orally to the class, character sketches of parts played.

Present an occasional two or three minute portion of the play for critical group evaluation of progress during the rehearsal period.

Set up backstage committees at the same time casting is done in order to emphasize the importance of the backstage worker.

Present a program of competitive student-directed one-acts with trophies for best director, actor, crew worker, etc.

Objective Four

To teach students the values of good business practices that are a part of running a successful box-office.

The adult director or sponsor of educational drama should organize box-office workers, train and instruct them well, check them periodically, and then let them do the job if they are to obtain lasting values from the experience.

Have students:

Handle all jobs, but with adult supervision if deemed necessary.

Plan and organize ticket sales, providing them with a system of keeping track of tickets and money similar to the following receipt system. **Receipt number one** is a double ticket with identical halves. Both halves are filled out by the ticket chairman. They are then cut into two parts and one is kept for the files and the other is given to the seller. **Receipt number two** is completed later by the ticket chairman and placed in the permanent records. A simplification of these tickets can be devised to meet local situations.

Sample Receipt System

Drama Receipt No. 1 (For Files)

Name____

Tickets Issued________________________________

Tickets Returned______________________________

Money Turned In______________________________

Treas. Initials__________Receipt No.______________

(Cut Here)

Drama Receipt No. 1 (For Seller)

Name____

Tickets Issued________________________________

Tickets Returned______________________________

Money Turned In______________________________

Treas. Initials__________Receipt No.______________

Drama Receipt No. 2 (For Files)

Tickets Issued

No. of Tickets	Receipt No.

Tickets Returned

No. of Tickets	Receipt No.

Money Returned

Amount	Receipt No.

NAME:

Final Report

Total Tickets Issued__________

Total Tickets Returned__________

Total Accountable__________

Total Money Returned__________

Short__________

Over__________

Ok__________

Design and display posters advertising the play. Prizes of free tickets for best posters may be given.

Compose complete schedules of advertising showing media and dates.

Contact all advertising media and work out complete plans for advertising the show.

Help in drawing up in advance an estimated budget for the show and aid them in keeping within that budget.

Design and compose the play program.

Objective Five

To teach students the importance of theatrical history and the cultural and aesthetic values of dramatic literature.

Have students:

Present group discussions on theater history after a cooperative investigation of various periods.

Present oral and written reports to class concerning social characteristics of the periods, methods and styles of presentation, playhouse, authors, etc.

Read and report on representative plays of each era, emphasizing types, structure, and dramatic composition.

Present a classical play as it might have been performed in a number of dramatic periods.

Attend classical as well as modern plays at college or university theatres.

Prepare model stages, costume drawings, sketches of theatre buildings, etc., of various eras.

Present a program built around short excerpts from plays of each period with a commentator to provide transitions.

Objective Six

To teach students the skills of literary and artistic criticism.

Have students:

Through class discussion draw up criteria for evaluating a good dramatic performance.

Attend amateur and professional plays using the criteria for judgment.

Read reviews of the same play by professional critics as they appear in newspapers, magazines, etc., to note differences and similarities of opinion.

Compare favorable and unfavorable reviews of the same play.

Discuss the differences in standards and styles of writing of movie, television, and theater criticism.

Study the style of outstanding professional reviewers.

Objective Seven

To help students develop high standards of appreciation of drama.

Have students:

Develop a unit in which the students discuss ways in which they can improve and sharpen their aesthetic sensibilities, determine criteria for judging dramatic productions, and share their increasing ability to discriminate between the good and the bad in theater. The teacher should always carefully avoid forcing his own special interests on his students, but should give them every opportunity to discover and develop their own tastes for what is good in legitimate theater, motion pictures, and TV drama.

Suggested Units of Study

Orientation or exploration of the Dramatic Field

Play Analysis and Dramatic Criticism

Acting

Directing

Technical Production

Theater Organization

History of the Theater

To the Director of Drama

Evaluation of every performance is a necessary function in the development of an actor. The length of critiques will vary, of course, depending on the activity. The establishment of criteria by teachers and students before each unit is time-consuming but essential, for it will point the way toward better performance and will give a basis for group evaluation following the performance. Evaluation of individual effort by the group is a good technique, but the approach to criticism must be marked by tact and good judgment. The group must be led to feel that a duty of each member is to help in the development of every other member. Emphasis should be placed on good points, but constructive suggestions for improving weaknesses should also be mentioned.

High school dramatics should be organized and integrated as a full credit course which requires class work done that will justify credit rating. This should be a class to learn about a variety of theatrical activities, a place where the non-dramatic student, as well as the talented, can grow and develop. Most directors in the educational theater feel the class should not be a rehearsal period for extra-curricular plays.

A course organized on a year's basis proves greatly beneficial. It sometimes takes a semester to break down native shyness and reserve and establish the self-confidence and physical relaxation needed to do a good job.

Drama teachers and the administrative staff should agree on the aims and objectives of the drama program. School plays should be presented for the advancement of dramatic activity and not to make money for equipment that should be bought by the board of education, or to pay for class gifts, trips, or banquets.

Don't be afraid to experiment. Each year do something different. Try some arena staging, chamber theater, dance drama, or presentation of abstract or stylized plays.

If the drama program consists chiefly of a class play or plays, the teacher and administrator should re-evaluate the program. Many educators believe that the benefits of speech and dramatic activity should be extended to all students. If the chief value of the presentation of a class play is to give prestige value to a graduating senior, then real discrimination exists against students who might need or enjoy four years of speech and drama training. The confinement of the drama program to a single class is no more logical than restricting musical activities or an athletic program to one segment of the student body.

The drama teacher usually expects to present or supervise such events as school assemblies or civic club programs, but administrators should see that adequate time is allotted for their preparation. In fact, the total drama program for the year, including events and dates, should be planned by the teacher and the administrator in the spring of the previous year so that proper planning may be made and overloading of the teacher's program will not ensue.

Educational Drama Materials

—**Audio-visual:** Tape recorder, record player, record cutter, film and slide projector and screen, camera equipment, bulletin board, and assorted recordings (e.g. famous actresses and actors).

—**Physical Properties of Classroom:** Chairs, tables, simple props, make-up box, full-length mirror, simple lighting, and platform with curtain.

—**Written Materials:** Subscriptions to **New York Times** (Sunday Edition),

—**Players' Magazine, Dramatics,** etc.: collections of plays; and classroom library of theater arts books.

CHAPTER X

RADIO AND TELEVISION IN SPEECH EDUCATION

In speech education, radio and television are generally regarded as co-curricular activities. As such they afford students opportunities to exercise and further develop skills acquired in the curricular speech program. For the purposes of this chapter such activities will be referred to as educational radio and television.

Limitations

In general one will find that most schools do not have complete radio and television broadcasting facilities. There are instances, usually found in city-wide educational systems, where low-powered radio and/or open or closed circuit television stations are operated. When such facilities exist the educational administration will provide qualified professional educators to handle this type of equipment. More often than not, however, the teacher will have use of school-wide intercommunication systems, portable amplifiers, speakers, microphones, and tape recorders. Another source of facilities for radio and television will be the local commercial radio and television stations. Use of such facilities carries with it certain responsibilities which demand adequately qualified personnel.

General Objectives

Educational radio and television are means of general educational motivation. Educational radio and television assist students:

To intelligently utilize and/or work in the media of mass communications.

To express themselves via these media.

To teach and reinforce speech skills.

To teach appreciation of the significance of mass communication.

Specific Objectives

To teach students:

To understand and appreciate the communicative roles of radio and television.

To listen critically.

To speak effectively.

The skills of utilizing broadcast equipment.

To program for radio and television.

Suggested Learning Activities

Objective One

To teach students to understand and appreciate the communicative roles of radio and television.

Develop a teaching unit on, "The Communicative Roles of Radio and TV."

Include:

The public service and defense role

The commercial role

The public information role

The entertainment role

Invite social studies teachers to lecture on above items.

Show films related to the various roles of radio and television.

Assign students library research on the history and development of various government approaches to the control of radio and television.

Have students:

Secure copies of the regulations of the Federal Communications Commission related to responsibilities of the media.

Report on the meaning and function of **Conelrad.**

Analyze the program notes in the newspapers to determine the number of public service shows broadcast daily.

Make a study of the number of commercials appearing in a given period of broadcast time on both radio and television.

Do research to determine the amount of national income spent on commercial broadcasting yearly.

Make a study of the volume of sales of certain items introduced over radio and television for the first time.

Read **The Hidden Persuaders** by Vance Packard.

Make a study of children between ages of 4-5 years to see what cereals they prefer and then correlate the data with the cereal-sponsored shows they view.

Analyze radio and television programing to determine the amount of time devoted to newscasting.

Watch an assigned program which intends to give information. (Give a pre- and post-test to demonstrate the amount of information learned from such programs.)

Read news reports following major elections to discover what observers say were the influences of the persuasive speaking via these media.

Discuss the question, "Are our attitudes influenced by such programs as **CBS Reports, Face the Nation, The Twentieth Century,** and **The Armstrong Circle Theater** documentaries?"

Listen to the records and then read the literature related to the radio show, **War of the Worlds,** produced by Orson Welles in 1938.

Prepare a debate to be broadcast using the proposition, **Resolved: that radio programing should be improved.**

Discuss the question, "Is our taste in entertainment influenced by what we see and hear on radio and/or television?"

Prepare a set of criteria for judging qualities of good entertainment to be applied to radio and television programing.

Analyze their popular slang to see if they can locate the source of some of their current terms in radio and television programing.

Make a survey of their class to see how many of their classmates are playing the "Top Ten."

Objective Two

To teach students to listen critically.

Develop a teaching unit in "Critical Listening."
Include:

- Definition of hearing
- Definition of listening
- The nature of "noise"
- The absence of **feedback** in radio and television
- The power of the mass media in political persuasion
- The influence of the media on emotional behavior

Refer to units and suggestions in this guide on critical listening and thinking.

Have students:

Listen to an assigned program and prepare a list of discussion questions to be considered in class.

Form committees and analyze the nature, value, and weaknesses of broadcast commercials.

Listen to shortwave recordings of Radio Moscow or Radio Cuba and compare these with AP, UPI, and Reuters.

Take a comprehension test immediately following a listening experience in which three simultaneous broadcasts of three different types were heard in order to demonstrate that "people hear what they want to hear."

Compare the comprehension of a speech when one-half of the class can see and hear the speaker and the remaining half can only hear the speaker.

Objective Three

To teach students to speak effectively.

Provide a library of recordings representing effective radio speaking.

Invite local professional announcers to class to lecture on radio speaking.

Record the presentation of a superior speech student who has had no microphone training to demonstrate that rules for good speech are applicable to good announcing.

Record students to demonstrate importance of proper breathing, good enunciation, correct pronunciation, proper reading rate, naturalness, vitality, and friendliness.

Secure co-operation of English and foreign language departments to assist in preparing tapes of pronunciation drills and basic rules for pronunciation in each language.

Stress the growing importance of the "ad-lib" program on radio and television.

Emphasize throughout the year the development of radio-television vocabulary, eliminating slang, clichés and carelessness in repetition of adjectives.

Impress students with the idea that mispronunciation is inexcusable in radio-TV announcing.

Have students:

Play tape of a professional announcer reading from a script and compare with a student reading from the same script.

Turn off the television audio and describe the video portion of the program and compare with tape of the professional announcer narrating the same event. (The same may be accomplished by having students use a movie projector without sound.)

Keep a log book for recording all newly learned words and constantly used expressions to use as a check against all scripts to be read.

Record scripts "cold", then record again after practice.

Read and record orally five minutes per day with special attention to enunciation, pronunciation, phrasing, and emphasis.

"Ad-lib" a description of an automobile and compare with a well-read, written description.

Record descriptions of parades, games, school dances, etc., and criticize their recordings.

Prepare a vocabulary bulletin board on which all new and current words associated with science, politics, world events, and economics are posted.

Take standardized vocabulary tests regularly.

Serve as narrators and announcers for programs sponsored by other school departments.

Available for announcing for community group activities.

Work on drill passages which will increase their vocal variety.

Objective Four

To teach students the skills of utilizing broadcasting equipment.

Establish an apprenticeship system for teaching beginning students how to handle equipment.

Set up a training schedule so that each student has an opportunity to handle all phases of operation.

Prepare a series of demonstrations on the care and handling of equipment.

Have schematics available detailing the nature, care, and handling of equipment.

Invite local repairmen and commercial radio engineers to come and discuss handling and repair of equipment.

Arrange tours of area broadcasting facilities.

Have students:

Form crews whose responsibilities are to store, handle, and repair equipment.

Take periodic examinations on handling equipment.

Maintain an inventory of equipment.

Set up rigorous checkout systems for using equipment.

Establish their own penalty systems for misuse of equipment.

Objective Five

To teach students to program for radio and television.

Provide students with textbooks on programing.

Lecture on the various program formats for radio and television.

Invite professional station program directors and writers to class to lecture on the art and skills of good programing.

Have students:

Write scripts for programs based on the criteria presented in class lectures.

Build complete programs using a variety of scripts which reflect their understanding of good format.

Write openings and closings for radio and television shows of all types.

Write commercials for all school events.

Write original dramatic shows for both media.

Study the nature of programing of commercial stations.

Arrange productions for local stations, i.e.,

Shows based on units of work in speech or other classes.

Introduction of teachers to the community through interviews

Junior Town Meeting of the Air

Teen-agers Want to Know

To the Speech Teacher Utilizing Radio and/or TV

The first consideration of the radio and/or television teacher is to determine the objectives to which such activities or courses will be directed. There is considerable difference between having and using a complete and professionally built radio and/or television facility and having and using the typical public address, amplifier, and tape recording equipment found in most schools.

In this guide we have considered radio and television as vehicles for helping the speech teacher turn out students with effective skills and attitudes of speaking and listening.

With this limitation in mind the speech teacher will not attempt to make radio and television production an end in itself. Such facilities will be used to augment the curricular speech program, to provide for a public relations facility, and to stimulate students' vocational interests in radio and television.

Television is increasing its role in secondary education. The speech teacher will make every effort to keep abreast of the trends in utilization of new technology and provide his administration and fellow teachers with information, advice, and direction in the use of new equipment. In the near future most schools will need personnel in charge of developing such programs. Evidence indicates that such personnel are often speech teachers.

The speech teacher, interested in using radio and television as a vehicle for speech education, will do well to join the various professional speech organizations and use them to explore the relationships between radio and television and general speech education.

The speech teacher, using these media, will remember that they are devices which are used for the purposes of oral and visual communication and that as such they should not become ends but rather means to effective speech education.

Many students in today's schools, who are scientifically or mechanically skilled, are often excluded from the speech activities program. Radio and television, like technical theater, offer tremendous opportunities for such students. Further, students who are oriented toward athletics can be encouraged to participate in tape recording of athletic activities, thus welding their interests in athletics with their need to become effective speakers.

The speech teacher utilizing radio and television will have large amounts of portable, expensive, and breakable equipment. The care and handling of the equipment alone often burdens the speech teacher so that the real end product of speech education is lost. The speech teacher will try to avoid this error.

The speech teacher especially equipped to handle radio and television will seek to offer his services to all teachers in the school. Such leadership provides motivational and instructional activities otherwise not available to students.

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SECTION FOUR

EVALUATING THE SPEECH CURRICULUM

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CHAPTER XI

AN EVALUATIVE DESIGN

What is an Effective Program of Speech Education in the Secondary School?

There are many ways by which this question might be answered. A team of speech educators from a reputable university speech department might be called in to make a study. A faculty-community committee might be established to design and execute an evaluation of community needs and resources as related to speech programs. A carefully detailed program of an active area high school might be used as a basis for evaluating your speech curriculum.

However, one of the most convenient ways utilizes an inventory of the qualities which characterize the programs in schools which have consistently produced results. Such an inventory is not new. In 1945 Karl F. Robinson of Northwestern University and Franklin H. Knower, of Ohio State University, published an early form of this type of inventory in the **Bulletin of the National Association of Secondary School Principals,** No. 133, (November, 1945). This kind of inventory may be used for at least three different evaluative tasks:

1. The teacher may check his own program by completing the inventory and perhaps thus derive suggestions from it.
2. Teachers and school administrators may check the program and offer suggestions for its development.
3. The administrator or research scholar who wishes an objective, quantitative rating of a program of speech education should secure the service of an expert who will find the scale a guide to his evaluation and the means of recording his findings.

The ratings on the individual items of the inventory may be added to provide the rating score for the program as a whole. If the larger percentage of the items is checked in the "2" column, the program may be considered an "A Program." If most of the items are checked in the "1" column, the program may be considered a "B Program." If most of the checks are in the "0" column, the program should be considered a "C Program." Obviously the validity of these ratings will depend upon the qualifications of the rater and upon how familiar he is with the program evaluated.

Two forms of the scale are presented. Form A is primarily for school systems of moderate to large size and includes **all** items in the scale. First-class speech programs in small school systems also can be evaluated on Form

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A. However, most small schools **may be** better evaluated on Form B, consisting only of starred items. The inventory, revised to fit 1961 speech programs, follows:

A GENERAL SPEECH PROGRAM INVENTORY FOR SECONDARY SCHOOLS

Form A

Form B consists of the items with starred numbers

1. School size ....

2. School type (public, vocational, general, three-year senior, etc.)..............
....
....

3. Courses, individual or clinic programs offered (underline any required, and follow all by numbers of students in each last year)..............................
....
....
....
....

4. Number of students in co-curriculum activity programs: oral reading (   ), dramatics (   ), Public speaking (   ), other activities..............................
....
....

5. Do you follow a curriculum prepared by your state ( ), your city system ( ), your own planning ( ), other as explained..............................
....
....

6. Indicate the background and training in speech education of the person checking this inventory..
....
....

This inventory is designed as a check test regarding speech programs in secondary schools. Read the following list of items and check the key for each item to indicate the extent to which your program meets the criterion suggested.

0. Encircle the number "0" if your school program meets the criterion very inadequately or not at all.

1. Encircle the number "1" if your school program meets the criterion moderately well.

2. Encircle the number "2" if your school program meets the criterion very successfully.

I. Goals and Objectives

1* Is your program based upon a clearly stated, sound philosophy or broad goals for speech education in a modern age? 0-1-2

2* Are these goals understood and followed by the administration, the teachers, and the students in the program? 0-1-2

3* Are specific goals for speech training in individual courses made clear to students enrolled? 0-1-2

4* Are specific goals for speech training in co-curricular activities and contests made clear to students taking part in these events? 0-1-2

5* Are your objectives validated in terms of the achievement of a good program of speech education? 0-1-2

6* Is your instructional program set up with the view of helping students in the reformulation of educational goals and continued growth in speech achievement in post-school years? 0-1-2

II. Nature and Scope of Program

7* Is speech instruction made conveniently available to all students? 0-1-2

8* Is speech instruction adapted to individual needs and abilities in various courses and activities? 0-1-2

9* Does your school have a graduated and continuous program of instruction available to students in all grades? 0-1-2

10* Does your speech program co-ordinate the work done in high school with the work which has been done in the grades and which may be done by those who go to college 0-1-2

11 Do you have a speech correction program available for students who stutter, lisp, and are maladjusted, or who speak with a dialect or accent? 0-1-2

12 Do you have a well-balanced program of course instruction in speech education beginning with correction and funda-

mentals and advancing to more specialized objectives and interests? 0-1-2

13* Do you attempt to guide students to appreciate and develop high standards for speech achievement by observation and study of the best models from speakers of the past; outstanding living speakers, performers in the theater, radio, television, film, etc? 0-1-2

14* Is your instructional work in speech courses given sufficient academic credit and recognition to make it comparable in motivation and dignity with other courses? 0-1-2

15* Is your program organized with adequate course time to achieve results in course objectives? 0-1-2

III. Content of Program

A. Curricular

16* Do you teach basic theory and principles of speech and oral communication in your courses? 0-1-2

17 Do you have sizeable units devoted to the improvement of clearness and acceptability or articulation and pronunciation at various levels of instruction? 0-1-2

18* Do you have units devoted to the improvement of clearness, of the quality, and of the use of the voice for various types of speaking? 0-1-2

19* Do you have units devoted to clearness, acceptability, and effectiveness in the use of oral language at various levels of instruction? 0-1-2

20* Do you have units devoted to the selection and evaluation of subjects and materials to talk about for various levels of learning? 0-1-2

21* Do you help students enrich their background and knowledge for use in speaking as they mature intellectually? 0-1-2

22* Do you instruct students in organization and arrangement of materials for speaking for various purposes and situations? 0-1-2

23* Do you give instruction in the development of poise, directness, and expressive action in speaking? 0-1-2

24* Do you have units of instruction on the development of confidence, convictions, social sensitivity and consideration, and social responsibilities in speech for students of various aptitudes? 0-1-2

25* Do you give instruction on the development of discrimination in speaking for various purposes? 0-1-2

26* Do you give instruction on adapting speech to various types of listeners and situations? 0-1-2

27* Do you give instruction in appreciative and critical listening? 0-1-2

28* Do you give instruction in theater and movie appreciation? 0-1-2

29* Is instruction given in informal social and business speaking? 0-1-2

30* Do you give instruction in interviewing and person-to-person conference in speaking? 0-1-2

31* Is instruction given in instructional speaking and oral reporting? 0-1-2

32* Do you give instruction in oral and interpretative reading from manuscript? 0-1-2

33* Do you give instruction in argumentative, persuasive, and inspirational speaking? 0-1-2

34* Do you give instruction for participation in dramatic productions involving understanding of dramatic literature, staging, and acting? 0-1-2

35* Do you give instruction in various types of discussion, and parliamentary procedure? 0-1-2

36 Do you give instruction in radio speaking, with or without public address equipment? 0-1-2

B. Co-Curricular

37 Do you have an active program in which students are challenged to their best performance in competition with others of their own level of ability? 0-1-2

38 Do you have a program of activities in which a relatively large number of your students participate? 0-1-2

39* Is your co-curriculum program based directly on courses of instruction with an emphasis on further education rather than winning contests only? 0-1-2

40 Do you have a well-balanced activity program including public speaking, interpretation, discussion, debate, dramatics, and radio speaking? 0-1-2

41* Does your program stress speech training in functional school and community projects and situations such as assemblies, demonstrations, and club and festival programs? 0-1-2

42* Do you have a program of speech work in dramatics or other clubs? 0-1-2

43* Do you participate in the activities of the Illinois High School Association? 0-1-2

44 Do you participate in other speech leagues or organizations within your region or locality? 0-1-2

45 Do you have a chapter of the National Forensic League? 0-1-2

46 Do you belong to National Thespian Society? 0-1-2

47 Do you belong to Masque and Gavel Society? 0-1-2

IV. Relationships to Community and Other Departments

48 Is your program in speech instruction well-supported by and co-ordinated with other programs of instruction in your school such as social studies, English, and art? 0-1-2

49* Is your speech program directed toward making a contribution to education for life in a democratic society through community activities? 0-1-2

50 Do you have special services such as health examinations (including hearing and dental examination), psychological counseling, and visiting teachers in your school system which you make use of in speech instructions? 0-1-2

V. Testing, Evaluation, Pupil Records, etc.

51 Do you have a systematic speech examination program in your school by which you diagnose needs and abilities and evaluate achievements in speaking of all students? 0-1-2

52* Do you give diagnostic and achievement tests in speech as a regular part of course instruction? 0-1-2

53 Do you keep an accumulative record of the speech needs and achievements of all students in your school system? 0-1-2

54* Do you keep an accumulative record of speech achievement in regular instruction? 0-1-2

VI. Materials and Equipment

55* Do you make use of modern speech textbooks, reference books, and magazines in your speech instruction? 0-1-2

56* Do you have extensive source material, such as magazines, pamphlets, and books, for speech making in a school library which you use in your speech instruction? 0-1-2

57* Do you have appropriate classrooms which can be used effectively for speech instruction? 0-1-2

58 Do you have and use an efficient voice recording and playback instrument in your school system? 0-1-2

59 Do you have and use speech charts, models, tapes, records, video tapes, kinescopes, educational films, filmstrips, and other laboratory instruments for speech instruction? 0-1-2

60* Do you have a stage, with scenery, sound, and lighting equipment for dramatic productions? 0-1-2

61 Do you have an FM radio station? 0-1-2

62 Do you have access to a commercial radio station? 0-1-2

63 Do you have an installation for closed circuit television? 0-1-2

64 Do you have access to a commercial television station? 0-1-2

65* Do you have an equipment and instructional budget adequate for your needs? 0-1-2

VII. Certification and Preparation of Teachers

66* Have your teachers been educated and certified to conduct the kinds of speech activities and programs for which they are responsible in your school? 0-1-2

67* Do your teachers have adequate speech education to achieve results in a well-developed program? 0-1-2

68 Do your teachers keep up to date in speech education by participating in professional speech conferences, reading and writing for a speech journal, going to summer schools for further work, etc.? 0-1-2

69* Are your teachers enthusiastic about the type of service in speech education which they are giving? 0-1-2

70 Are your teachers given relief in class instructional load when they carry late afternoon and evening co-curriculum instructional programs in order that they may function reasonably free from undue strain and fatigue? 0-1-2

71 Are your teachers paid for outside-of-class load **beyond** regular classroom teaching assignments? 0-1-2

72* Are your teachers physically healthy and energetic in their work? 0-1-2

VII. Administrative Attitude

73* Do teachers and administrative staff work together in a spirit of harmony and co-operative inspiration? 0-1-2

Conclusion

In a rapidly changing world where communication needs are being met with new technical advances, the curricula of our educational institutions must constantly change. Evaluation is the process for observing and characterizing the effectiveness of a program. Evaluation must be a continuous process, one in which parents, teachers, and administrators have challenging responsibilities.

SECTION FIVE

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Educational Services, 1730 Eye Street, N. W., Washington 6, D. C.
Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

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Libraphone Corporation, Long Branch, New Jersey. (recordings)

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Radiant Manufacturing Corporation, 2627 West Roosevelt Road, Chicago, Illinois.

RCA Victor Division, Radio Corporation of America, Camden, New Jersey.

Radio Shack Corporation, Boston, Massachusetts.

Revere Camera Company, 320 East 21st Street, Chicago, Illinois.

Southern Illinois University, Audio-Visual Aids Services, Carbondale, Illinois.

Spoken Arts, Inc., 95 Valley Road, New Rochelle, New York.

University of Illinois, Visual Aids Services, 713½ South Wright Street, Champaign, Illinois.

Young America Films, 18 East 41st Street, New York, New York.

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Leo's Limited, 30 West Washington Street, Chicago, Illinois.

Publishers of Plays

Dramatic Play Company, 179 North Michigan Avenue, Chicago, Illinois.

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Publishers of Speech Books

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American Book Company, 55 Fifth Avenue, New York 3, New York.

Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1, New York.

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